

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspen Ridge Public School

CDS Code: 10 62166 0140806

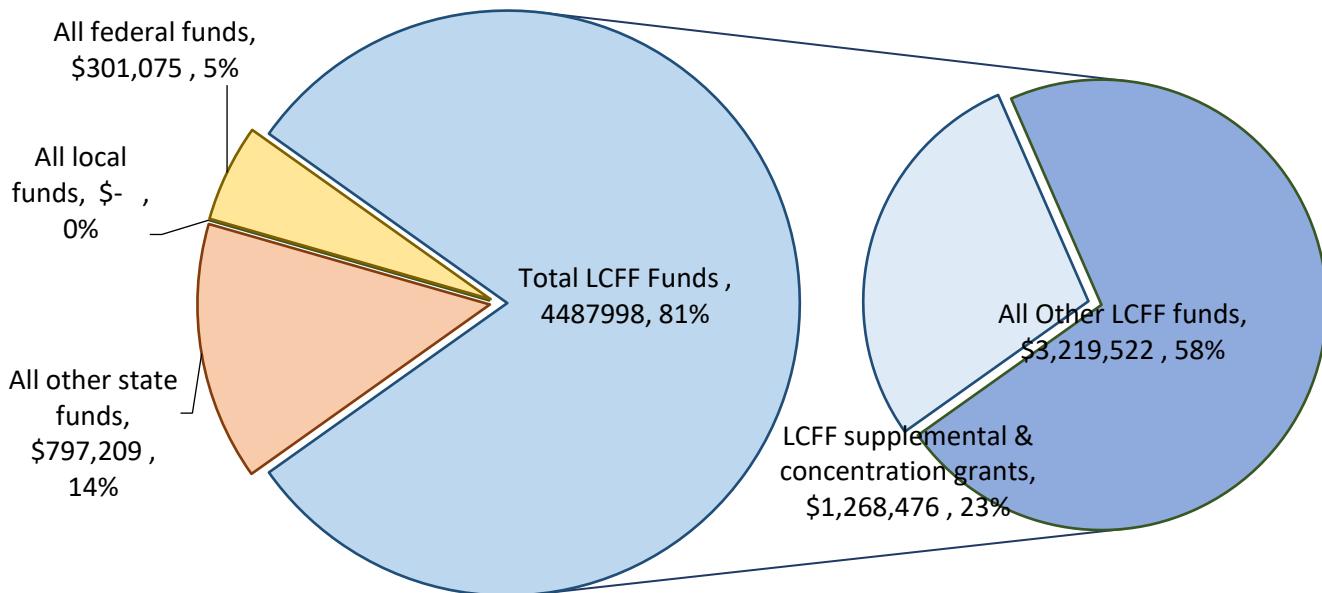
School Year: 2025 - 26

LEA contact information: Riley Fox, Site Director riley.fox@aspenps.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025 - 26 School Year

Projected Revenue by Fund Source

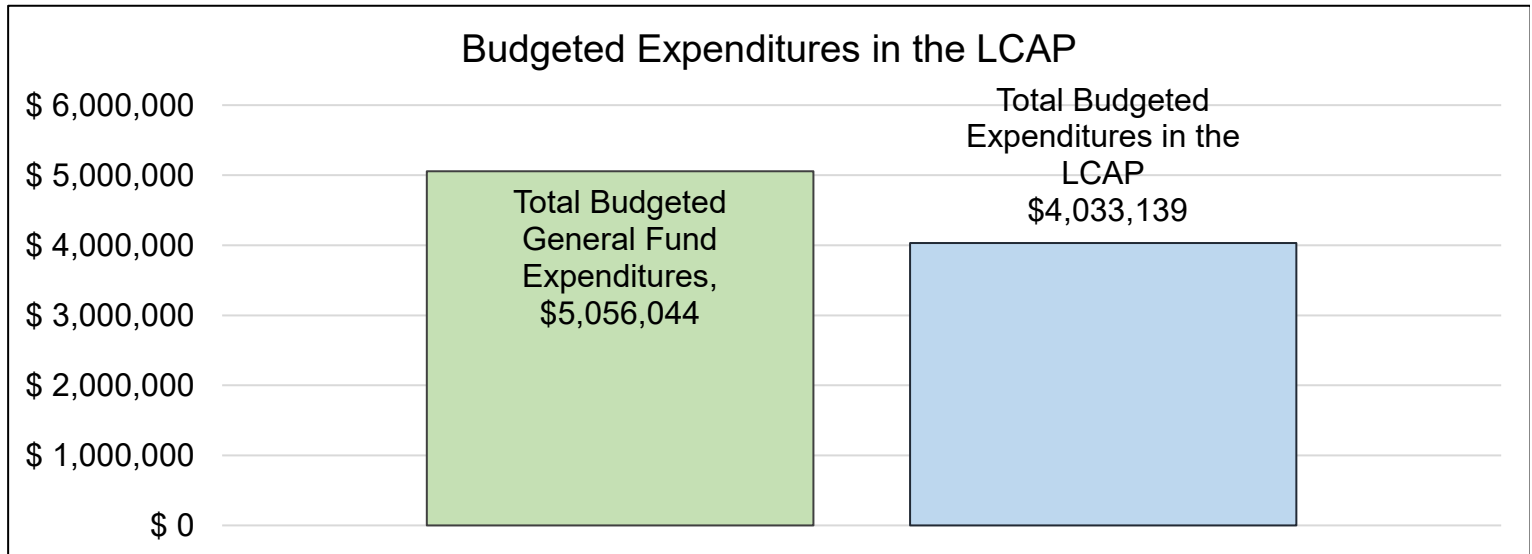


This chart shows the total general purpose revenue Aspen Ridge Public School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspen Ridge Public School is \$5,586,282.00, of which \$4,487,998.00 is Local Control Funding Formula (LCFF), \$797,209.00 is other state funds, \$0.00 is local funds, and \$301,075.00 is federal funds. Of the \$4,487,998.00 in LCFF Funds, \$1,268,476.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Aspen Ridge Public School plans to spend for 2025 - 26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspen Ridge Public School plans to spend \$5,056,044.00 for the 2025 - 26 school year. Of that amount, \$4,033,139.00 is tied to actions/services in the LCAP and \$1,022,905.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

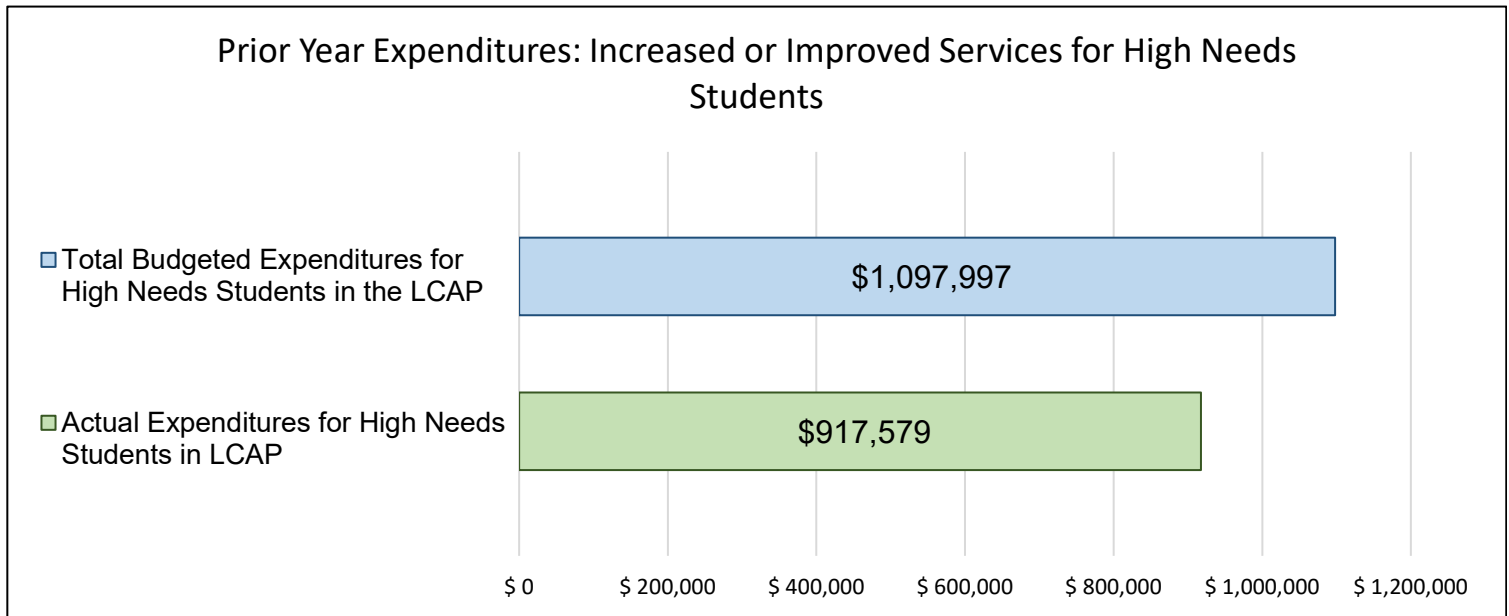
Budgeted General Fund Expenditures not included in the 2025-26 plan include meals program, operating and administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2025 - 26 School Year

In 2025 - 26, Aspen Ridge Public School is projecting it will receive \$1,268,476.00 based on the enrollment of foster youth, English learner, and low-income students. Aspen Ridge Public School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspen Ridge Public School plans to spend \$1,268,476.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024 - 25



This chart compares what Aspen Ridge Public School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspen Ridge Public School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024 - 25, Aspen Ridge Public School's LCAP budgeted \$1,097,997.00 for planned actions to increase or improve services for high needs students. Aspen Ridge Public School actually spent \$917,579.00 for actions to increase or improve services for high needs students in 2024 - 25. The difference between the budgeted and actual expenditures of \$180,418.00 had the following impact on Aspen Ridge Public School's ability to increase or improve services for high needs students:

Due to reduced enrollment, Aspen Ridge received reduced supplemental and concentration funding for high need students. Aspen Ridge's expenditures met their allocation and % to increase services.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspen Ridge Public School	Riley Fox, Site Director	riley.fox@aspenps.org 559-374-0080

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Aspen Ridge Public School (ARPS) provides all students with a rigorous college preparatory educational program that includes access to dual enrollment at Fresno City College at no cost, where students can earn college credit while in high school. Currently serving 246 students in grades 7-12, our student demographics reflect the community we serve: approximately 79% Hispanic, 11% African American, 5% White, 3% Asian, 3% Two or More Races, 17% English Learners, 17% Homeless, 0.4% Foster Youth, 19% Students with Disabilities (SWD), and 87% Socioeconomically Disadvantaged (SED). ARPS has graduated its initial cohort Class of 2025 with a 100% high school graduation rate, with all students having applied and planning to attend post-secondary education.

Our students and their families/caregivers have faced tremendous adversity including anxiety, trauma, job/employment loss, food and/or housing insecurity. Research shows poverty profoundly and predictably influences child development negatively, affecting language skills, physical and mental health, and academic achievement. The pandemic exacerbated these challenges by magnifying economic inequality and reducing low-income families' access to healthcare, food, jobs, and housing. These compounded stressors have made this an incredibly challenging time for our students.

Our **mission** is to transform the community by developing exceptional leaders through comprehensive leadership development integrated into all aspects of the school day. We provide a personalized blend of rigorous academic and social-emotional learning alongside customized pathways to success for students, educators, and family leaders. We promote innovative approaches to educational challenges for all students while developing a network of community partnerships working toward positive social change.

Our **vision** is a greater quality of life in Fresno where all families have access to opportunities and contribute to their communities. This vision is based on the belief that every child and every adult can be a leader. We recognize our students will face future opportunities and challenges we cannot imagine today. Technological advances, global real-time interaction, and vast information exchange necessitate that our students develop leadership skills and attributes. There is growing recognition—exemplified in the California Common Core State Standards—that problem-solving, creative thinking, flexibility, analytical abilities, resource leveraging, and source discernment are not ideals but imperatives.

Aspen Ridge has adopted the nationally acclaimed **Summit Learning Platform** as our primary academic curriculum. This high school model provides high expectations and exemplary support through personalized learning plans, rigorous academic classes, one-on-one mentoring, and a

small school environment ensuring every student is well known. The Summit Learning model promotes Habits of Success through a comprehensive high school program with A-G approved classes and dual enrollment opportunities at Fresno City College.

Students manage their learning through the Summit Personalized Learning platform, which focuses on four components: Cognitive Skills that equip students with interdisciplinary 21st century competencies; Content Knowledge acquired at each student's own pace with appropriate supports; Habits of Success that promote independence, sustainability, perseverance, and healthy development; and Sense of Purpose, helping students understand their interests, values, and skills to construct credible post-high school paths.

Aspen Ridge Public School is the recipient of the CA Community Schools Partnership Program Implementation Grant and has developed an LCAP that aligns with the CA Community School Framework and MTSS Framework. The school is not eligible for Equity Multiplier Funds and has expended its Learning Recovery Emergency Block Grant funds.

Aspen Ridge Public School has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA), meeting stakeholder engagement requirements outlined in CA EC 64001(j). This plan fulfills requirements under CA EC 52062(a) through consultation with SELPA, engagement with the Parent Advisory Committee, English Learner PAC, Student Advisory Committee, and providing written responses to committee comments.

Aspen Public Schools has recently revised its Strategic Plan.

Strategic Plan: Aspen Public Schools Strategic Plan 2024-2029 Summary

Aspen Public Schools is a non-profit charter school management organization operating three public charter schools in Fresno, CA. With approximately 80% of students identifying as Black and Latino, Aspen focuses on providing equal educational opportunities in historically underserved neighborhoods through a college-preparatory approach. Their mission aims to transform the community by developing exceptional leaders, with a vision for a greater quality of life in Fresno where all families have access to opportunities and contribute to their communities.

Five Strategic Goal Areas

1. Meet the Needs of All Students: For the first year (2024), teachers will establish individualized student goals with administrative support. By 2028, Aspen aims for all students to meet their growth goals, with 80% achieving stretch goals. All classrooms will demonstrate positive mindsets and inclusive practices that address students' social, emotional, academic, health, and wellness needs. The school expects 90% of students to report feeling a sense of belonging, with 80% expressing confidence they're on track to meet educational goals.

2. Reimagine Family Partnerships: In year one, Aspen will define a vision and outline roles for families as partners in their children's education. By 2029, the goal is for 80% of parents and guardians to feel that school-family partnerships improve outcomes for all students. Additionally, the same percentage should indicate that their engagement in school activities and committees contributes significantly to their child's development and enhances family well-being.

3. Invest in Staff: Aspen will provide all staff with weekly professional development opportunities aligned with personal and professional growth goals during the first year. By 2028, they aim for 90% staff satisfaction, with 80% demonstrating wellness practices that positively impact productivity and joy. All teachers and instructional staff with three or more years at Aspen will score proficient or distinguished on core competency evaluations.

4. Establish Operational Effectiveness: The first-year focus includes auditing current operational systems to identify improvement opportunities and revising all policies and procedures in the Aspen Wiki. By 2029, Aspen expects 80% of staff to be satisfied with systems and processes, with at least 95% able to access and use day-to-day operational systems without additional support.

5. Align Mission and Vision: As Aspen enters its 20th year, year-one goals include defining leadership across the school community, selecting resources to build leadership skills, becoming a certified community school, and collecting alumni success stories. By 2029, all parents and students should be able to identify instances where leadership skills changed their lives, and every community member should feel supported to achieve success with their unique gifts recognized.

This strategic plan represents Aspen's commitment to excellence and equity as it continues serving the Fresno community for the next five years and beyond.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following table reflects Aspen Ridge Public School's performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Orange	Red	N/A	Yellow	Orange
English Learners	--	--	--	N/A	--	--
Foster Youth	N/A	--	--	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Orange	Red	N/A	Yellow	Red
Students with Disabilities	N/A	--	--	N/A	--	--
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	N/A	--	N/A	N/A	N/A
Hispanic	N/A	Orange	Red	N/A	Yellow	Orange
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Excerpt from the 2024-25 LCAP for the 2023 CA School Dashboard Performance

Suspension Rate: Aspen Ridge Public School received a RED Performance level for the Suspension Rate Indicator for all students (20.4%), and the Hispanic (22.3%); and Socioeconomically Disadvantaged (22.3%) student groups. The leadership team conducted a needs assessment and root cause analysis which revealed the need to implement consistent preventative Tier 1 Behavior supports including Positive Behavior Support Intervention. In addition, there is a need to further strengthen the Multi-tiered System of Support (MTSS) to align with PBIS, and universal screeners to improve school climate, student engagement, implementing systems in place and hold all adults accountable. PBIS, is an evidence-based framework to improve student outcomes and prevent problematic behaviors.

2022-23: Suspension		
Student Group	Total	Rate
All Students	40	20.4%
Hispanic	35	22.3%
SED	35	22.3%

This past year, we continued to implement Second Step SEL curriculum for middle school (grades 7-8); and added Imago SEL curriculum for students in grades 9-11, combined with PBIS, PBIS incentives and restorative practices. Teachers also received ongoing professional development on the SEL curriculum adoption, and PBIS. In addition, a counseling intern was added this year, to provide small group instruction, implement alternatives to suspension and restorative practices. These practices have resulted in a decline in suspension rates this school year. This work will continue in the 2024-25 school year in collaboration with families.

Mathematics: Aspen Ridge Public School received a RED Performance level for the Math Academic Indicator for the Socioeconomically Disadvantaged (SED) student group. The following chart provides the distance from scale score student performance on the Spring 2023 Math CAASPP – for grades 7-8. Overall students are performing significantly below grade level as measured by the Math CAASPP assessment. The plan this year was to hire an intervention teacher to provide tiered academic support but due to staffing challenges the position remained vacant. However, we did design and offer an ELA and Math intervention course (Success course) an additional course taught by our teachers. The Leadership Team identified students for the ELA and Math Success course based on their performance on the iReady trimester assessment, and used this data to monitor student progress, and differentiate instruction to address student learning gaps, and the diverse learning needs of our students. After-school tutoring has also been provided four days per week, to accelerate learning and improve student outcomes.

2022-23 Math CAASPP	
Student Group	DFS
All Students	-103.5
Hispanic	-109.5
SED	-122.5

2024 CA School Dashboard

The following table reflects Aspen Ridge Public School's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Orange	Yellow	N/A	Orange	Orange
English Learners	--	--	Yellow	N/A	--	--
Long-Term English Learners	--	--	--	N/A	--	--
Foster Youth	N/A	--	--	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Orange	Yellow	N/A	Orange	Orange
Students with Disabilities	N/A	--	Orange	N/A	--	--
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Orange	Yellow	N/A	Red	Red
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	N/A	--	N/A	N/A	N/A

Aspen Ridge Public School conducted a comprehensive needs assessment for ELA & Math Academic Indicators to address its student group performance.

ELA Needs Assessment - Performance Data Analysis

Dashboard Indicators:

- **All Students:** ORANGE performance level in ELA
- **Socioeconomically Disadvantaged (SED):** ORANGE performance level in ELA
- **Hispanic Students:** RED performance level in ELA (most severe concern)

Assessment Results:

Middle School (7-8th iReady):

All Students: Fall 21% → Spring 36% (+15%)

SED Students: Fall 21% → Spring 31% (+10%)

Hispanic Students: Fall 23% → Spring 29% (+6%)

High School (9-12 STAR):

- All Students: Fall 51% → Spring 41% (-10%)
- SED Students: Fall 46% → Spring 39% (-7%)
- Hispanic Students: Fall 47% → Spring 39% (-8%)

Areas of Growth

1. Middle school students demonstrated growth across all subgroups from fall to spring
2. Hispanic middle school students showed a starting proficiency (23%) slightly higher than the overall average (21%)
3. Current intervention systems (English Success blocks, Self-Directed Learning periods) provide foundational structure for improvement
4. Addition of a second counselor has supported student needs beyond academics
5. Existing partnership with Fresno County Superintendent of Schools (FCSS) can be leveraged for targeted ELA support

Areas of Need

1. Hispanic students show the lowest growth rate in middle school (+6% vs. +15% overall)
2. All high school student groups show concerning declines in ELA performance
3. Hispanic high school students demonstrated an 8% decline (47% to 39%)
4. Gap between Hispanic and overall student performance widened from Spring results
5. Need for differentiated instructional strategies in ELA for student subgroups
6. Improved systems to monitor progress and adjust interventions mid-year

Root Cause Analysis

- **Inconsistent Instructional Approaches:** Disparity between middle school growth and high school decline suggests inconsistent implementation of ELA instructional strategies across grade levels
- **Language Acquisition Barriers:** High Hispanic student representation among English Learners (25% of SWD are dually identified as EL) indicates language barriers affecting ELA performance
- **Limited Culturally Responsive Practices:** Student survey results showing only 58% feel connected to peers/adults and only 33% report strong sense of belonging suggests need for more culturally responsive teaching practices

- **Intervention Timing and Access:** After-school tutoring had inconsistent attendance; intervention programs need restructuring for better access
- **Staffing Challenges:** Recent teacher vacancies and substitute coverage potentially impacted instructional quality and consistency
- **Monitoring System Gaps:** Lack of mid-year correction when high school performance began declining suggests gaps in progress monitoring systems

Resource Inequities

1. **Staffing:** Potential inequitable distribution of experienced ELA teachers across grade levels; need for bilingual staff to support Hispanic students
2. **Professional Development:** Limited targeted training for supporting Hispanic students and long-term English learners in ELA
3. **Intervention Resources:** After-school intervention timing created access barriers for SED students with transportation limitations
4. **ELD Program Limitations:** Space constraints and staffing limitations prevented optimal implementation of designated ELD courses
5. **Assessment Systems:** Potential misalignment between assessment systems (I-Ready vs. STAR) limiting cohesive tracking of student progress

Plan of Action for 2025-26

Instructional Strategies

- **Targeted ELA Coaching:** Contract with FCSS to provide specialized ELA coaching focusing on research-based strategies for Hispanic students and long-term English learners
- **Vertical Alignment:** Establish consistent ELA instructional approaches across middle and high school with clear articulation and collaboration between grade levels
- **Culturally Responsive Teaching:** Implement professional development on culturally responsive teaching practices in ELA instruction to increase engagement and relevance for Hispanic students

Assessment & Progress Monitoring

1. Enhanced Monitoring System: Implement bi-weekly progress checks for Hispanic students in ELA with immediate intervention adjustments when progress slows.
2. Common Formative Assessments: Develop grade-level common formative assessments aligned to state standards with specific focus on areas where Hispanic students demonstrate gaps.
3. Data Analysis Protocol: Establish teacher data teams to regularly analyze ELA performance with specific attention to Hispanic student subgroup performance.

Intervention Restructuring

1. In-School Intervention: Shift ELA intervention fully to school day model to eliminate access barriers for SED students
2. Small Group Instruction: Implement weekly small group instruction focusing on targeted skill deficits identified through assessment data
3. Peer Tutoring Program: Establish cross-age peer tutoring program pairing high-performing high school students with middle school students struggling in ELA

EL/Hispanic Student Support

- Enhanced ELD Program: Reconfigure designated ELD offerings to better meet needs of long-term English learners, particularly Hispanic students
- Home Language Support: Incorporate strategic primary language support in ELA instruction for Spanish-speaking students
- Family Literacy Initiative: Launch family literacy program designed to engage Hispanic families in supporting reading at home

Professional Development

1. Differentiated Instruction: Provide training on differentiation strategies specific to ELA for diverse learners
2. EL Strategies: Implement comprehensive SDAIE and integrated ELD training for all ELA teachers (Provided by FCSS)
3. Data-Driven Instruction: Train teachers on using assessment data to inform instructional decisions with focus on closing achievement gaps

Metrics for Measuring Progress

1. Short-term: Monthly progress monitoring of Hispanic student performance in ELA through formative assessments
2. Mid-term: Quarterly benchmark assessments with specific targets for Hispanic student growth
3. Long-term: Improvement goal of minimum 10-point growth for Hispanic students on CAASPP ELA with target of moving from RED to ORANGE performance level

This comprehensive approach addresses the root causes of underperformance while building on existing systems and targeting specific needs of Hispanic students to close the achievement gap in ELA for the 2025-26 school year.

Math Needs Assessment - Performance Data Analysis

Dashboard Indicators:

- **All Students:** ORANGE performance level in Math
- **Socioeconomically Disadvantaged (SED):** ORANGE performance level in Math
- **Hispanic Students:** RED performance level in Math (most severe concern)

Assessment Results:

Middle School (7-8th iReady):

- All Students: Fall 10% → Spring 31% (+21%)
- SED Students: Fall 6% → Spring 31% (+25%)
- Hispanic Students: Fall 7% → Spring 28% (+21%)

High School (9-12 STAR):

- All Students: Fall 44% → Spring 47% (+3%)
- SED Students: Fall 39% → Spring 42% (+3%)
- Hispanic Students: Fall 39% → Spring 41% (+2%)

Areas of Growth

1. Significant growth in middle school math performance across all subgroups (over 20% increase)
2. SED students in middle school demonstrated the highest growth rate (+25%), outpacing the overall average
3. High school students maintained slight upward trajectory in math performance
4. Math tutoring appears to have had positive results, as noted in the LCAP midyear update
5. Existing intervention structure (Math Success blocks, 2-year algebra course, tutoring program) provides foundation for ongoing improvement

Areas of Need

1. Initial proficiency rates in middle school math were extremely low (10% overall, 6% SED, 7% Hispanic)
2. Hispanic students in middle school ended with lowest final proficiency (28% vs. 31% overall)
3. High school growth rates were minimal across all groups (+2-3%)
4. Hispanic high school students showed the least growth (+2%)
5. Inconsistent attendance in after-school tutoring limited effectiveness for some students
6. RED performance level for Hispanic students indicates significant underperformance relative to state expectations

Root Cause Analysis

1. **Mathematical Foundation Gaps:** Extremely low initial proficiency rates in middle school (6-10%) suggest significant gaps in foundational math skills from elementary education
2. **Instructional Consistency Issues:** Large disparity between middle school growth rates (+21-25%) and high school growth rates (+2-3%) indicates inconsistent effectiveness of math instruction across grade spans
3. **Access Barriers to Support:** After-school tutoring attendance issues mentioned in the LCAP suggest transportation or scheduling barriers, particularly impacting SED students
4. **Language Barriers in Mathematical Reasoning:** Hispanic student performance likely impacted by dual challenges of mathematical concepts and academic language acquisition (25% of SWD are dually identified as EL)
5. **Limited Differentiation:** Despite similar growth rates, starting and ending points for Hispanic students remained lower than peers, suggesting insufficient differentiation strategies
6. **Engagement and Relevance:** Student survey data showing only 54% feel meaningfully involved suggests potential engagement issues in mathematics curriculum

Resource Inequities

1. **Staffing Challenges:** Recent math teacher vacancy (8th grade position covered by substitute) likely impacted instructional quality and consistency
2. **Professional Development:** Limited math-specific professional development for adapting instruction to diverse learners, particularly long-term English learners
3. **Intervention Timing:** After-school tutoring timing created access barriers for students with transportation limitations
4. **Instructional Resources:** Potential inequities in access to supplemental math resources tailored to language learners' needs
5. **Assessment Alignment:** Potential misalignment between assessment systems (I-Ready vs. STAR) limiting cohesive tracking of student progress

Plan of Action for 2025-26

Instructional Strategies

1. Mathematics Coaching Partnership: Expand collaboration with Fresno County Superintendent of Schools (FCSS) to include targeted math coaching for teachers, with emphasis on strategies for language learners
2. Conceptual Understanding Focus: Implement balanced approach to mathematics instruction emphasizing conceptual understanding alongside procedural fluency, particularly for Hispanic students struggling with math language
3. Vertical Alignment: Establish consistent mathematical practices and vocabulary across middle and high school with clear articulation between grade levels
4. Real-World Applications: Increase use of culturally relevant, real-world math applications to boost engagement and relevance for all students

Assessment & Progress Monitoring

1. Diagnostic Assessment Cycle: Implement more frequent diagnostic assessments (monthly) with immediate instructional adjustments based on results
2. Skill-Specific Tracking: Develop tracking system for specific math skill mastery to better identify precise areas of need for targeted intervention
3. Student Self-Assessment: Implement student-led tracking of mathematical growth to increase ownership and metacognition
4. Cross-Grade Analysis: Establish regular analysis of assessment data across grade levels to identify systemic gaps and strengths

Intervention Restructuring

1. In-School Tutoring Model: Fully implement in-school math tutoring to eliminate access barriers, as planned in the LCAP update
2. Skill-Based Grouping: Implement weekly small group instruction using skill-based flexible grouping across grade levels
3. Two-Tier Intervention Approach: Develop two-tier intervention approach targeting both foundational skill gaps and grade-level content support

4. Extended Learning Time: Provide additional math learning time through structured Friday support sessions with teachers and instructional aides

English Learner Math Support

1. Math Language Development: Create explicit math vocabulary and language development components within math instruction for all students, with additional support for English learners
2. Visual Modeling: Increase use of visual models and manipulatives to support conceptual understanding regardless of language proficiency
3. Bilingual Resources: Develop or acquire bilingual resources to support Hispanic students in connecting mathematical concepts across languages
4. Parent Math Support: Implement family math workshops focused on helping parents support mathematical thinking at home

Professional Development (Addition of Math Instructional Coach in 2025-26)

- Mathematical Discourse Strategies: Train teachers on facilitating mathematical discourse for language learners
- Differentiation in Mathematics: Provide focused professional development on differentiation strategies specific to mathematics
- Data-Driven Mathematics Instruction: Train teachers on using assessment data to inform targeted mathematical instruction
- Math Anxiety Reduction: Implement strategies to address math anxiety and build mathematical confidence, particularly for underperforming groups

Metrics for Measuring Progress

1. Short-term: Bi-weekly skill mastery checks with targets for Hispanic student improvement
2. Mid-term: Quarterly benchmark assessments with specific growth targets by student group:
 - Middle School: 5% growth per quarter
 - High School: 3% growth per quarter
 - Hispanic Students: Additional 1% accelerated growth target
3. Long-term: Goal of minimum 15-point growth for Hispanic students on CAASPP Math with target of moving from RED to ORANGE performance level

This comprehensive approach addresses the root causes of math underperformance while building on existing programs and targeting specific needs of Hispanic students to close the achievement gap in mathematics for the 2025-26 school year.

These findings have been incorporated into ARPS's 2025-26 LCAP

Aspen Ridge Public School has expended all Learning Recovery Emergency Block Grant Funds (LREBG).

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Aspen Ridge Public School is not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators/Principal	Dates: 7/22/24-6/3/25 (biweekly): The Aspen Public School (APS) Administration, the principal and school's leadership team. Topics Discussed: Administrators met bi-weekly during school year to discuss current events, progress updates, reviewed 2024-25 LCAP midyear updates in January, plan and schedule upcoming events, and review academic and behavior data for the development of the 2025-26 Budget, programming & LCAP. Feedback provided: • Need for more alignment in SEL curriculum, want to adopt Second Step for High school • Requested more ELD training and support for teachers and staff. • Second counselor on staff has been very helpful to support student needs • Math tutoring has had good results, requested to have tutoring during school day
Teachers	Date: 4/11/25 (survey): Topics Discussed: All teachers at Aspen Ridge were consulted via staff pulse survey to provide input on school climate, safety, student support, and site needs for the 2025–26 LCAP. Feedback provided: • 100% of teachers reported feeling physically safe on campus. • 93% indicated a strong sense of emotional safety and positive physical environment. • 83% of staff reported improved clarity and consistency in student discipline practices but still suggested the ongoing need for support in managing severe behaviors.
Other School Personnel	Dates: Monthly meetings, 9/24/24, 11/7/24, 12/19/24, 1/30/25, 3/13/25, 4/24/25

	Topics Discussed: Reviewed safety plans, supervision zones, protocols for drills, reviewed mid-year LCAP (1/30/25), and discussed campus operations including drop off, lunch time, pick up, and after school events. Feedback provided by Education Partner: ● staff appreciated the list of “zone” coverage for breaks and lunch to see who was covering where ● when drills are scheduled in advance it is helpful ● janitorial staff has been successful in completing all necessary tasks, no issues ● Safety staff requested increased parent communication form admin about drop off and pick up procedures.
Students	Date: 4/11/25: Topics Discussed: As part of LCAP development, students in grades 7-12 were surveyed to provide input on school climate, safety, belonging, engagement, and participation. Feedback provided by Educational Partner: ● 68% of students feel that Aspen Ridge values diversity and inclusion. ● 58% reported feeling connected to peers and adults at school. ● 54% feel meaningfully involved in school activities or decision-making processes. ● 47% of students feel physically and emotionally safe on campus. ● 33% reported a strong sense of belonging Student feedback indicates a need for: ● Increased opportunities for voice and leadership in school life. ● More personalized learning and classroom engagement strategies. ● Improved systems that support student belonging and emotional safety.
Student Advisory Committee	Date: 11/12/24: Topics Discussed the school’s vision and goals. Review of LCAP as well as Community Schools goals. Feedback provided by Education Partner: ● Enjoy having sports, requested additional sports offering ● Incentives for students who participate in Spirit week (dress up days, lunch time activities) ● Cyber-bullying is an issue at school.

Date: 2/11/25: Topics Discussed: LCAP Mid-year update and math tutoring update.

Feedback provided by Education Partner:

- Desire for more incentives, including snacks
- Students want more dances
- Requests for incentives for attending tutoring
- Requests for more clubs
- Students would like more elective options

Date: 3/25/25: Topics Discussed: Reviewed recent events and highlighted positives for the school year so far. Reviewed the Community Schools (CCSPP) budget.

Feedback provided:

- expressed that math tutoring should continue
- request for the SAC to be more independent and act as lighthouse team
- Launchpad Club was fun and requested an opportunity to participate again.
- Request for more multicultural events

5/21/25: Topics Discussed: Review and approve 2025-26 LCAP, and Use of LCFF and Title Funds

Feedback from Student Advisory Committee:

The Student Advisory Committee approved the 2025-26 LCAP and use of LCFF and Title Funds.

Students requested additional job readiness support, specifically help with resumes and interview preparation. In response to this feedback, we will provide this support through two channels:

1. Counseling dual enrollment course - Resume and interview support will be integrated into the existing curriculum
2. High school SEL program - Monthly job readiness lessons will be added to the Social-Emotional Learning curriculum

This approach ensures students receive comprehensive career preparation support through both their counseling coursework and regular SEL programming.

Parent Advisory Committee (PAC)

Date: 11/12/24: Topics Discussed: of school vision and goals. Review of LCAP as well as Community Schools goals.

Feedback provided by Education Partner:

- Sports, teamwork, student connections, and good teacher-student relationships were highlighted as strengths
- Areas of growth identified were support with bullying, including social media.
- Increased communication about events

Date: 2/11/25: Topics Discussed: LCAP Mid-year update and math tutoring update.

Feedback provided by Education Partner:

- Identified that parent outreach has improved
- Desire for longer tutoring sessions
- lack of opportunity for parents to volunteer
- Need for clarity around school security protocols
- Desire for more family nights/events

Date: 3/25/25: Topics Discussed: Reviewed recent events and highlighted positives for the school year so far. Reviewed Community Schools budget.

Feedback provided by Educational Partner:

- would like to see more community schools funding designated to expand the Aspen garden.
- Would like to see an anti-bullying assembly
- More guest speakers for students to hear from.
- Math tutoring should continue next year

5/27/25: Topics Discussed: Review and approve 25-26 LCAP & Use of Title Funds

Feedback from Parent Advisory Committee (PAC):

Parents expressed interest in having more students involved in leadership activities. Administration assured parents that the Leader In Me program will address this need by providing expanded leadership

	opportunities. Students will be able to participate in "action teams" even if they are not enrolled in the scheduled leadership class, ensuring broader access to leadership development experiences. The PAC approved the 2025-26 LCAP and use of LCFF and Title Funds.
English Learner Parent Advisory Committee (EL-PAC)	Aspen Ridge does not meet the eligibility requirements to form an EL-PAC. However, consultation with parents of ELs took place via the school's ELAC. Date: 10/30/24: Topics Discussed: What is the ELAC? What is its purpose on campus and how does it function? Reviewed ELAC training resources. Feedback provided: • families expressed a lack of clarity around specific resources for EL students. • Would like information on ELD curriculum Date: 1/30/25: Topics Discussed: Reviewed LCAP mid-year update and election process. Feedback provided: • Parents requested that meetings be in afternoon and/or offered virtually • Parents were happy to see the ELD class embedded into students' schedule. Date: 5/21/25 – Topics: review and approval of the 2025-26 LCAP & Use of Title Funds Feedback provided: Teacher Professional Development Support: Members requested additional professional development support for teachers. This need is addressed in the LCAP through the addition of FCSS (Family and Community Engagement Specialist) coaching specifically focused on English Language Development (ELD) instruction this year. The ELAC approved the 2025-26 LCAP and use of LCFF and Title Funds.
Parents including those representing Unduplicated Pupils & Students with Disabilities	Date: 4/18/25 Topics Discussed: As part of the LCAP development process, parents and caregivers were surveyed to share feedback related to school climate, safety, communication, academic support, and engagement opportunities. Feedback provided from survey:

	● 97% of families reported satisfaction with the physical environment of the school. ● 95% felt their child was emotionally safe, and 90% felt the campus was physically safe. ● 89% indicated the school reflects cultural and linguistic competence. ● 88% of parents felt positively about their engagement and relationships with the school. ● 73% felt there was a strong climate of support for academic learning Feedback provided: ● Requests for more frequent and clear updates on student academic progress (including timely grade reporting in Infinite Campus). ● Desire for more volunteer opportunities and school events ● Suggestions to enhance student engagement through leadership opportunities (e.g., student council) and enrichment activities. ● Parents showed appreciation for positive school culture and the school's ongoing development. ● Multiple parents expressed the need for bilingual survey access
SELPA Administrator	On 5/7/25: The Student Services Officer regularly attends and participates in SELP PLN virtual meetings (El Dorado County Charter SELPA). The LCAP Action was submitted to the SELPA as part of the consultation process for feedback. The SELPA approved the action and provided resources for linguistically appropriate goals, a resource hub (Padlet) for dually identified EL/SWD – to support IEP development.
Date of Public Hearing & Adoption (Approval) of the 2025-26 LCAP	Date: 6/17/25 Aspen Public Schools Governing Board: LCAP Public Hearing & LCAP Approval (Adoption)

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the adopted 2025-26 LCAP Goals, actions, and metrics was shaped through consultation with our educational partners. We actively sought input and feedback from these stakeholders to ensure their perspectives were incorporated as follows:

Goal 1: MTSS and Community Schools Framework

Action 1 (Assessments): In response to ELAC feedback expressing "lack of clarity around specific resources for EL students" and requests for "information on ELD curriculum," the LCAP includes enhanced ELPAC administration where ELD teachers serve as test proctors to create supportive environments for English Learners.

Action 2 (Academic Interventions): Administrator and parent feedback directly influenced this action. Administrators noted that "math tutoring has had good results, requested to have tutoring during school day," and parents expressed "desire for longer tutoring sessions." The 2025-26 LCAP responds by shifting math tutoring entirely to the school day to eliminate access barriers.

Action 3 (SEL/Behavioral): Multiple feedback sources shaped this action:

- Administrator feedback requesting "more alignment in SEL curriculum, want to adopt Second Step for High school" led to implementing Second Step school-wide for grades 7-12.
- Student feedback indicating need for "increased opportunities for voice and leadership in school life" resulted in establishing the Student Lighthouse Team.
- Student concerns about cyber-bullying influenced the integration of drug awareness education into SEL lessons

Action 6 (College-Going Culture): The Student Advisory Committee's specific request for "additional job readiness support, specifically help with resumes and interview preparation" was directly incorporated through two channels: counseling dual enrollment courses and monthly job readiness lessons in the SEL curriculum.

Actions 7 & 8 (EL/LTEL Services): ELAC member requests for "additional professional development support for teachers" and administrator requests for "more ELD training and support for teachers and staff" led to contracting with FCSS for specialized ELD coaching and professional development.

Goal 2: Professional Learning

Actions 1 & 2: The enhanced professional development structure responds to multiple stakeholder requests, particularly ELAC feedback about teacher professional development needs and administrator feedback about ELD training requirements.

Goal 3: Family Engagement and School Climate

Action 1 (School Climate): Student feedback significantly influenced this action:

- Student requests for "more multicultural events" and parent requests for "more family nights/events" led to expanded cultural celebrations and family engagement activities
- Student desire for the "SAC to be more independent and act as lighthouse team" resulted in establishing the Student Lighthouse Team
- Student requests for "more clubs" and "more elective options" influenced expanded enrichment programming

Action 2 (Parent Input): Parent feedback about needing "bilingual survey access" influenced maintaining interpretation services and bilingual materials for all advisory committee communications.

Action 3 (Parent Engagement): Parent feedback directly shaped multiple components:

- Parent expressions of "lack of opportunity for parents to volunteer" led to establishing the Parent Leadership/Lighthouse Team
- Requests for "more family nights/events" resulted in expanded family engagement events including ice cream socials, cultural food fairs, and college/career exploration days.
- Parent requests for "more frequent and clear updates on student academic progress" influenced the enhanced workshop series covering assessment results and the Gradient Learning Platform

The LCAP development process demonstrates authentic responsiveness to educational partner feedback, with stakeholder input directly translating into specific programmatic changes and resource allocations across all three goals. This collaborative approach ensures the LCAP addresses the identified needs and priorities of all educational partners while maintaining focus on improving outcomes for unduplicated pupils and all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Using a whole child approach continue to strengthen schoolwide MTSS and PBIS in alignment with the CA Community Schools Framework, and the 4 Pillars of Community Schools to address the academic, social-emotional, behavioral, and mental health needs of our students to improve student mastery in ELA and Mathematics, and ensure students are College and Career Ready.	Broad

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Aspen Ridge Public School developed this goal in response to multiple data points indicating a need for a comprehensive, integrated approach to student support. CA Dashboard data revealed significant academic challenges with Hispanic students performing at the RED level in both ELA and Mathematics, while All Students and Socioeconomically Disadvantaged students performed at the ORANGE level. Student climate survey results further highlighted concerning trends with only 36% of students reporting a sense of belonging, 31% feeling connected to adults, and just 25% expressing interest in their classes.

These interconnected challenges cannot be addressed through isolated academic interventions alone. Our student population (81% socioeconomically disadvantaged, 17% English Learners, 19% students with disabilities) faces multiple barriers to achievement that require coordinated support systems. The academic data, when analyzed alongside behavior and engagement metrics, demonstrates that student learning is profoundly impacted by social-emotional wellbeing, sense of belonging, and mental health factors.

The California Community Schools Framework offers an evidence-based structure for addressing these interrelated needs through integrated support services, family and community engagement, collaborative leadership, and extended learning opportunities. By aligning our MTSS and PBIS systems with this framework, we create a coherent approach that addresses the whole child, rather than treating academic, behavioral, and social-emotional needs as separate domains.

This goal represents our commitment to understanding and responding to the root causes of underperformance by building comprehensive systems that support each student's unique combination of strengths and needs, while ensuring all students remain on track for college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline		Year 1 Outcome		Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -51 Hispanic -54.8 SED -70		2023-24 ELA CAASPP DFS All Students -48 Hispanic -55.4 SED -59.9			2024-25 ELA CAASPP DFS All Students -47 Hispanic -54 SED -58	All: +3 Hispanic: -.6 SED: +10.1
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -103.5 Hispanic -109.5 SED -122.5		2023-24 Math CAASPP DFS All Students -106.6 Hispanic -118.2 SED -118			2024-25 Math CAASPP DFS All Students -105 Hispanic -117 SED -117	All: -3.1 Hispanic: -8.7 SED: -4.5
3	% students' college ready measured by Math EAP. Source: CAASPP website	<u>2022-23:</u> Not applicable ARPS served gr 7-10		<u>2023-24:</u> 45.45% Conditionally Ready 0% College Ready			<u>2024-25:</u> 47% Conditionally Ready 0% College Ready	NA 2023-24 was the initial year CAASPP was administered to 11 th grade
4	% students' college ready as measured by ELA EAP. Source: CAASPP website	<u>2022-23:</u> Not applicable ARPS served gr 7-10		<u>2023-24:</u> 9.09% Conditionally Ready 0% College Ready			<u>2024-25:</u> 11% Conditionally Ready 0% College Ready	NA 2023-24 was the initial year CAASPP was administered to 11 th grade
5	% Proficient CAST Source: CAASPP website	2022-23 CAST % All Students 15.6% Hispanic 13.3% SED 14.3%		2023-24 CAST % All Students 13.3% Hispanic 12.0% SED 10.3%			2023-24 CAST % All Students 14.5% Hispanic 13.5% SED 11.5%	All: -2.3% Hispanic: -1.3% SED: -4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
6	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	29.2% Source: 2023 CA School Dashboard	<u>2023-24:</u> EL: 51.5% LTEL: 52% Source: 2024 Dashboard		<u>2024-25:</u> EL: 52% LTEL: 53%	22.3% gain
7	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 15.38% Proficient	2023-24: 11.76% Proficient		2025-26: 13% Proficient	3.62% decline
8	Reclassification Rate Source: Dataquest	2022-23: 12.6%	2023-24: 0%		2024-25: 4.9%	-12.6% decline
9	Attendance Rate Source: CALPADS	2022-23: 91.2%	20223-24: 91.9%		2024-25: 92%	0.7% gain
10	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 33.3% Hispanic 34.4% SED 35.6% ▮	2023-24: Chronic Absenteeism Rate All Students 31.4% Hispanic 32.9% SED 33.3% ▮		2024-25 Chronic Absenteeism Rate All Students 32% Hispanic 34% SED 33%	All: -1.9% Hispanic: -1.5% SED: -2.3%
11	Suspension Rate Source: CA School Dashboard	2022-23: Suspension Rate All Students 20.4% Hispanic 22.3% SED 22.3% ▮	2023-24: Suspension Rate All Students 14.2% Hispanic 13.5% EL 9.7% SED 15.3% SWD 15.4% ▮		2024-25 Suspension Rate All Students 15.0% Hispanic 15.0% EL 10.0% SED 15.5% SWD 27.5%	All: -6.2% Hispanic: -8.8% EL: N/A SED: -7% SWD: N/A
12	Expulsion Rate Source: Dataquest	2022-23: 0.5%	2023-24: 1.3%		2025-26: 0%	+0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
11	% students participating in an elective course. Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	No difference
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 92%	2023-24: 82%		2024-25: 100%	10% decline
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 9 Source: SARC	2022-23: 96%	2023-24: 78%		2024-25: 100%	18% decline
14	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0.9%		2024-25: 0.5%	+0.9%
15	High School Dropout Rates Source: Dataquest	2024-25 will serve as a baseline	*Not applicable		2024-25: <5%	Not applicable
16	High School Grad. Rate Source: Dataquest	2024-25 will serve as a baseline	*Not applicable		2024-25: 95%	Not applicable
17	% students: A-G completion rate Source: Dataquest	2024-25 will serve as a baseline	*Not applicable		2024-25: 20%	Not applicable

NOTE: Based on ARPS educational program the following CDE LCAP required metric does not apply:

- Priority 4:
 - % of pupils who pass AP exams with a score of 3 or higher (will be added to the 2026-27 LCAP)
 - % of Students completing a CTE Pathway

- % of Students with a combined CTE and A-G Completion Rate
- ARPS has started offering CTE courses via Fresno Community College but not a CTE Pathway.

NOTE: In 2025-26 school year, ARPS expanded to serve grades 7-12.

Therefore, metrics denoted with “*” will be reported by the CDE in the 2025-26 school year; and therefore reported on the 2026-27 LCAP.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: Aspen Ridge Public School has implemented a comprehensive assessment system to monitor student progress, identify learning gaps, and inform instruction as part of its Multi-Tiered System of Support (MTSS). For middle school students in grades 7-8, the school administers iReady Reading and Mathematics assessments three times throughout the academic year. High school students in grades 9-12 participate in the Star assessment through Renaissance, also conducted three times annually.

Throughout the year, students complete both Interim Assessment Blocks (IAB) and Interim Comprehensive Assessments (ICA) to gauge progress toward academic standards. These interim assessments complement the state-mandated testing program, which includes the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), California Science Test (CAST), and Physical Fitness Test (PFT). This systematic approach to assessment provides educators with regular data points to develop targeted annual growth goals and adjust instructional strategies to meet student needs.

Action 2: Aspen Ridge has fully implemented a comprehensive academic support structure that will continue through the academic year. To maximize student access, math tutoring is offered in two different time slots. The school has also redesigned its master academic calendar to include targeted support courses: English Success, Math Success, and self-directed learning periods. Additionally, a two-year algebra course has been introduced to provide extended learning time for students needing additional mathematical support. Student placement in these intervention courses follows the school's intervention policy, with decisions based on multiple measures including local and state assessment results and academic grades.

Additional academic support is available through teacher office hours, which are offered four times per week. For students needing credit recovery options, summer school programs are provided to help students maintain progress toward graduation requirements.

Action 3: Aspen Ridge Public School has implemented a comprehensive behavior and social-emotional learning (SEL) framework. At its core is the PBIS program, featuring the "RAVEN Way" initiative which promotes key character traits: Resilience, Advocacy, Value, Empathy, and Never Give Up. Students demonstrating these traits are recognized through weekly raffles and certificates, reinforcing positive behavior throughout the campus.

To ensure consistent disciplinary practices, the school has adopted a discipline matrix aligned with California Education Code and school-wide expectations. This standardized approach helps staff respond appropriately and consistently to various behavioral situations.

The school's multi-tiered SEL support system combines three curricula: Leader In Me as the primary Tier 1 support, supplemented by Second Step and Imago programs. To strengthen these initiatives, an additional counselor has been hired who supports both Tier 1 classroom strategies and Tier 2 interventions, including behavior academies and short-term counseling groups.

Student attendance is actively monitored through regular meetings with families who violate attendance policies. When attendance issues arise, students are referred to Tier 2 supports to address underlying social-emotional needs and other root causes. The school's comprehensive health education program will include sex education instruction scheduled for spring.

Action 4: Aspen Ridge has made significant progress in implementing its special education support system, though some elements remain in development. The special education team has completed initial professional development in Universal Design for Learning and verbal de-escalation techniques, with additional training, including Crisis Prevention Intervention (CPI), scheduled for the remainder of the academic year.

The school has assembled a comprehensive special education team consisting of two education specialists, a school psychologist who serves students three times per week, and a full-time school counselor. This robust staffing structure ensures appropriate development and implementation of Individualized Education Programs (IEPs) while meeting diverse student needs.

For students who are dually identified: English Learners and Students with Disabilities, the school employs a collaborative teaching model. Education specialists work in close partnership with general education teachers to implement appropriate supports, including adjusted pacing, visual aids, and additional examples. Regular meetings between education specialists and teachers facilitate consistent support across all learning environments.

Looking ahead, Aspen Ridge will participate in the California Department of Education's Special Education Monitoring Processes Small LEA Cyclical Monitoring in Cycle C during the 2026-28 period.

Action 5: Aspen Ridge has successfully implemented its core academic program, with all fundamental courses maintaining A-G approval for college eligibility. While most planned coursework is in place, staffing limitations prevented the offering of two elective courses: Adulting and Link Crew. However, as these courses are not required for graduation, their absence does not impact students' progress toward completion. The school continues to provide service-learning opportunities, which are currently integrated into both middle school and high school programs.

Action 6: Aspen Ridge has fully implemented its college readiness initiatives, offering dual enrollment opportunities to students in grades 9-12. The program is strengthened through a partnership with Fresno City College, which provides both on-site and online courses that satisfy Intersegmental General Education Transfer Curriculum (IGETC) requirements. Students receive individualized guidance through collaboration between the Aspen Ridge counselor and community college counselors to create educational plans that effectively combine high school and college coursework. Additionally, students maintain access to UC Scout courses for further academic enrichment.

The school actively monitors student progress in dual enrollment courses to ensure academic success. This oversight helps maintain high completion rates and allows for timely intervention when needed. To support college preparation, students also have access to experiential learning through college campus tours, including a recent visit to California State University, Monterey Bay (CSUMB).

For seniors, the school provides comprehensive college application support. The counseling team has recently guided twelfth-grade students through college applications and FAFSA workshops. Additional family meetings are being conducted to provide extra support for FAFSA completion, ensuring all students have access to potential financial aid opportunities.

Action 7: Aspen Ridge has fully implemented its English Language Development (ELD) support system. English Learner students receive structured language instruction through dedicated ELD courses designed to accelerate language acquisition. To ensure high-quality instruction, the school provides targeted professional development for all teachers, with particular emphasis on those teaching ELD courses. This comprehensive approach combines specialized coursework with enhanced teacher preparation to support English Learners' academic success.

Action 8: Aspen Ridge has partially implemented its planned English Language Development (ELD) program, with some limitations affecting its full execution. Currently, the school offers one ELD course each for middle school and high school students. However, space constraints and staffing limitations have prevented the implementation of clustered placement for Long Term English Learners (LTEL), which was part of the original plan.

The school recognizes the need to provide differentiated ELD courses that address specific language acquisition needs for both English Learners and Long-Term English Learners. To address these challenges, administrators are actively working on two fronts: supporting teachers in obtaining necessary credential clearances and securing additional classroom space. These efforts aim to expand the ELD program's capacity to better serve diverse language learning needs in future academic terms.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures - Goal 1

Action 3 - Social Emotional Learning Support: Estimated actual expenditures exceeded the budgeted amount due to the strategic addition of Social Emotional Learning (SEL) support staff and enhanced training programs. These investments were necessary to maintain a positive school culture and effectively address student behavioral issues through evidence-based approaches aligned with Positive Behavioral Interventions and Supports (PBIS) and restorative practices frameworks.

Action 4 - Special Education Services: Estimated actual expenditures were lower than budgeted as a direct result of declining student enrollment during the current school year. The reduction in overall student population correspondingly decreased the demand for Special Education Services, resulting in cost savings that reflect the actual service needs.

Action 6 - Field Trip Programming: The budget allocation for field trips was reduced below the original projection due to two primary factors: the decline in student enrollment and overall budgetary constraints. The decreased student population naturally reduced transportation and activity costs, while fiscal limitations necessitated prioritizing core educational services.

Action 7 - English Learner Instructional Support: Estimated actual expenditures increased beyond the budgeted amount to address identified academic support needs for English Learner students. Additional hours were allocated to the English Learner Instructional Aide position to provide more comprehensive and targeted support services during the instructional day.

Action 8 - Tutoring Services: Afterschool tutoring support expenditures were reduced as a result of the strategic reallocation described in Action 7. With increased English Learner Instructional Aide hours providing support during regular instructional time, the demand for afterschool tutoring decreased, as students demonstrated a preference for receiving academic support during the school day rather than in afterschool settings.

These variances reflect responsive budget management that aligns expenditures with actual student needs, enrollment patterns, and evidence-based educational priorities while maintaining fiscal responsibility.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: Aspen Ridge Public School's implementation of a comprehensive assessment system has shown mixed effectiveness in driving progress toward academic goals. The systematic approach using multiple assessment tools (iReady for grades 7-8, STAR for grades 9-12, Interim Assessment Blocks, and state-mandated tests) has successfully established a structure for data collection, but the resulting academic outcomes reveal varying impacts across student groups.

The assessment system has been particularly effective for Socioeconomically Disadvantaged (SED) students in ELA, showing a significant improvement of 10.1 points in Distance from Standard metrics. This suggests that using assessment data to identify needs and target interventions has positively impacted this student group's reading and writing skills.

However, effectiveness has been limited in mathematics, where all student groups showed declines (All: -3.1, Hispanic: -8.7, SED: -4.5). Similarly, science proficiency (CAST) showed modest declines across all groups. These results indicate that while the assessment system effectively identifies learning gaps, the connection between assessment and effective instructional responses requires strengthening, particularly in STEM subjects. The assessment system has been notably effective for English Learner progress monitoring, contributing to a 22.3% gain in the percentage of ELs making progress toward English proficiency. However, the concurrent 3.62% decline in overall proficiency rates and 12.6% drop in reclassification rates suggests challenges in translating assessment data into effective language acquisition interventions.

Moving forward, the assessment system provides valuable infrastructure, but effectiveness could be improved by strengthening the connection between assessment results and targeted instructional practices, particularly for Hispanic students who showed limited or negative growth across multiple metrics.

Action 2: Aspen Ridge Public School's implementation of a multi-tiered academic support structure has shown limited effectiveness in improving overall academic outcomes, particularly in mathematics which was a primary area of focus due to previous RED performance indicators for Socioeconomically Disadvantaged students.

Despite implementing a comprehensive support framework including targeted intervention courses (English Success, Math Success), a two-year algebra course, and tutoring opportunities, CAASPP mathematics results show declines across all student groups (All: -3.1, Hispanic: -8.7, SED: -4.5). This suggests that while the structural components of the intervention system were put in place, they have not yet translated into measurable achievement gains in standardized assessments.

A significant challenge to effectiveness was the noted staffing limitation, where the school was unable to hire a dedicated intervention teacher as originally planned. This staffing gap likely reduced the potential impact of the intervention system, as interventions were provided by regular classroom teachers rather than specialists. The redesigned master schedule successfully created dedicated time for academic interventions, and the two-year algebra course was appropriately implemented to provide extended learning time for struggling students. However, the continued

performance gaps, particularly for Hispanic students who showed the steepest decline in mathematics (-8.7), indicate that refinement is needed in how interventions are delivered within these time blocks.

The after-school tutoring component appears to have faced attendance challenges, as referenced in the needs assessment's identification of "inconsistent attendance" in the tutoring program, suggesting transportation or scheduling barriers particularly impacting socioeconomically disadvantaged students. While the structure for support has been established, the effectiveness has been hampered by implementation challenges and the intervention approach may need to be modified to better address the specific learning needs of underperforming student groups.

Action 3: Aspen Ridge Public School's implementation of a comprehensive social-emotional and behavioral framework has demonstrated significant effectiveness in improving school climate metrics and behavioral outcomes. This represents one of the most successful components of the school's MTSS implementation. The most compelling evidence of effectiveness is the substantial improvement in suspension rates, with reductions across all student groups (All students: -6.2%, Hispanic: -8.8%, SED: -7%). This positive trend eliminated the previous RED performance indicators on the Dashboard that had been identified for all students (20.4%), Socioeconomically Disadvantaged (22.3%), and Hispanic (20.3%) student groups in 2023.

The implementation of the "RAVEN Way" PBIS framework with clear expectations and consistent recognition systems has created a more structured approach to behavior management. The adoption of a discipline matrix aligned with California Education Code has successfully standardized responses to behavioral situations, leading to more consistent and appropriate interventions. The multi-tiered SEL support system combining Leader In Me (Tier 1), Second Step, and Imago programs has effectively provided a comprehensive approach to social-emotional development. The addition of a second counselor specifically focused on both classroom strategies and Tier 2 interventions has strengthened implementation and allowed for targeted interventions such as behavior academies and small group counseling.

Modest improvements in chronic absenteeism rates (All: -1.9%, Hispanic: -1.5%, SED: -2.3%) indicate that attendance support strategies have been moderately effective, though there remains room for improvement in this area. The comprehensive approach to addressing student behaviors has clearly yielded positive results, effectively shifting the school away from punitive responses toward more supportive and preventative practices that better address the diverse needs of the student population.

Action 4: Aspen Ridge Public School has made significant progress in implementing its special education support system, though effectiveness remains mixed due to elements still under development. The inclusion model approach has successfully established the foundational structure for supporting Students with Disabilities (SWD), who comprise approximately 19% of the student population.

The most effective component has been the assembly of a comprehensive special education team, with two education specialists, a school psychologist (serving three days weekly), and a full-time school counselor. This staffing structure has successfully ensured appropriate development and implementation of Individualized Education Programs (IEPs) while addressing diverse student needs.

Professional development shows partial effectiveness, with initial training in Universal Design for Learning and verbal de-escalation techniques completed, while other critical training such as Crisis Prevention Intervention (CPI) remained scheduled but not yet implemented at the time of reporting. This staggered implementation likely impacted the consistency of support services across classrooms.

For dually identified students (approximately 25% of SWD are also English Learners), the collaborative teaching model between education specialists and general education teachers has been implemented, though there isn't provide specific outcome data to measure its effectiveness for this subgroup. The regular meetings between education specialists and teachers have facilitated consistent support across learning environments, representing a procedural success.

While the staffing and structural elements have been largely implemented, the midyear update indicates "some elements remain in development," suggesting that the full vision for special education services has not yet been realized. Without specific academic performance metrics for SWD, it's challenging to fully assess the academic impact of these services, though the established framework positions the school for potential improved outcomes as implementation continues.

Action 5: Aspen Ridge Public School has demonstrated largely successful implementation of its broad course of study, while facing some challenges that have modestly impacted program effectiveness. The primary success has been maintaining A-G approval for all core academic courses, ensuring college eligibility for students completing the standard academic program. This maintenance of academic standards represents a critical achievement in supporting the school's college-going culture and preparing students for post-secondary opportunities.

However, staffing limitations created implementation challenges that reduced the breadth of elective offerings. Specifically, the school was unable to offer two planned elective courses (Adulting and Link Crew). While these courses are not graduation requirements and therefore don't affect students' academic progress toward completion, their absence does represent a narrowing of enrichment opportunities that could have enhanced student engagement and development of non-academic skills.

The integration of service-learning opportunities into both middle and high school programs demonstrates effective implementation of experiential learning components within the curriculum. This integration approach has successfully maintained this program element despite staffing constraints.

One area showing concerning trends is the decline in the Physical Fitness Test participation rates, with significant drops for both 7th grade (from 92% to 82%, a 10% decline) and 9th grade (from 96% to 78%, an 18% decline). These substantial decreases suggest potential implementation issues in the physical education program that warrant further attention. Despite these challenges, the program has maintained its core effectiveness in providing all students access to required courses, with 100% of students participating in elective courses as measured by the relevant metric, indicating successful implementation of the fundamental goal of providing broad curricular access.

Action 6: Aspen Ridge Public School has effectively implemented its college readiness initiatives, with notable successes in several key areas of its college-going culture program. The dual enrollment partnership with Fresno City College has been fully implemented with strong participation, providing students access to both on-site and online college courses that satisfy IGETC requirements. This early college experience has been enhanced through effective collaboration between school counselors and community college counselors, who together develop personalized educational plans that successfully integrate high school and college coursework. The maintenance of UC Scout course access provides additional enrichment opportunities, further broadening college preparatory options.

College exposure activities have been successfully implemented, including college campus tours such as the visit to California State University, Monterey Bay. These experiential learning opportunities effectively complement classroom-based college preparation, giving students concrete exposure to post-secondary environments.

The comprehensive college application support system demonstrates effectiveness, as evidenced by the school's achievement of a 100% college application rate for its initial graduating cohort (Class of 2025). Additional FAFSA completion workshops and family meetings have successfully ensured students access financial aid opportunities, addressing a critical barrier to college access for the school's predominantly socioeconomically disadvantaged population (87%). However, early indicators of college readiness show areas for improvement. Initial EAP assessment results reveal modest college preparedness with 45.45% of students conditionally ready in mathematics and only 9.09% conditionally ready in ELA, with 0% fully college ready in either subject. While these results represent the school's first assessment cohort and provide a baseline rather than growth data, they indicate a need to strengthen academic preparation alongside college knowledge. The most compelling evidence of effectiveness is the 100% high school graduation rate combined with all graduates having applied to post-secondary education, suggesting successful cultivation of college aspirations across the student population.

Action 7: Aspen Ridge Public School's implementation of services for English Learners shows mixed effectiveness with some significant successes alongside concerning trends that require attention. The most notable success is shown in the English Learner Progress Indicator (ELPI), which increased substantially from 29.2% to 51.5% of ELs making progress toward English proficiency - representing a 22.3% gain. This significant improvement suggests that the structured language instruction provided through dedicated ELD courses is effectively supporting English Learners in making developmental progress in their language acquisition.

However, other metrics reveal challenges in the program's overall effectiveness. The percentage of students achieving proficiency on the Summative ELPAC declined from 15.38% to 11.76% (a 3.62% decrease). Even more concerning is the reclassification rate, which dropped from 12.6% to 0%, indicating a complete stall in students achieving full English proficiency and exiting EL status.

These contradictory indicators suggest that while the program is successfully supporting initial and intermediate progress toward language acquisition (as shown by the ELPI gains), it may be less effective at helping students achieve full proficiency and reclassification. The ELD courses appear to be helping students make incremental growth, but the pathway to complete proficiency requires strengthening.

Aspen Ridge has "fully implemented its English Language Development (ELD) support system" with "structured language instruction through dedicated ELD courses" and "targeted professional development for all teachers." While these structural elements are in place, the outcomes suggest that implementation effectiveness varies, particularly at the advanced stages of language acquisition needed for reclassification. The mixed results indicate a need to refine implementation strategies, particularly to support students in moving from making progress to achieving full proficiency and reclassification.

Action 8: Aspen Ridge Public School's implementation of services for Long-Term English Learners (LTELs) has shown limited effectiveness, with notable implementation challenges that have hindered program impact.

The most significant challenge to effectiveness has been the inability to fully implement the designed program structure. While the school offers ELD courses for both middle and high school students, "space constraints and staffing limitations have prevented the implementation of clustered placement for Long Term English Learners," which was a key component of the original plan. This gap between program design and implementation has directly impacted service delivery. LTEL progress metrics show mixed results. Though specific LTEL data isn't disaggregated, the overall ELPI data shows 51.5% of English Learners making progress, suggesting some LTELs may be advancing in language development. However, the complete absence of reclassifications (0% reclassification rate, down from 12.6%) is particularly concerning for LTELs who, by definition, have remained classified as English Learners for extended periods.

The effectiveness of support is further complicated by the dual identification issue, with approximately 34% of LTELs also identified as Students with Disabilities. This intersection requires specialized instructional approaches that address both language acquisition and learning differences simultaneously - an area where implementation remains incomplete. While administrators are actively working on two fronts - "supporting teachers in obtaining necessary credential clearances and securing additional classroom space" - these efforts represent ongoing work rather than completed implementation. The current state of services for LTELs demonstrates partial effectiveness at best, with structural limitations significantly impacting program delivery for this vulnerable student group.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Aspen Ridge Public School is maintaining the fundamental structure of Goal #1 while making strategic enhancements based on implementation data. The core commitment to strengthening MTSS/PBIS alignment with the Community Schools Framework remains unchanged.

Several actions have been refined based on 2024-25 implementation challenges. Assessment implementation now includes ELD teacher proctoring for ELPAC administration after feedback showed standardized environments weren't maximizing EL performance. Math tutoring has been shifted entirely to the school day after data revealed transportation barriers limited after-school participation among socioeconomically disadvantaged students. The SEL framework now features consistent Second Step curriculum across all grade levels, replacing the separate IMAGO program for high school. Additionally, a new FCSS coaching partnership specifically targets EL/LTEL instruction following concerning trends in reclassification rates.

With Aspen Ridge's completed expansion to grades 7-12 and graduation of its first cohort, the metrics framework now includes comprehensive secondary measures including graduation rates, dropout rates, college/career indicators, and EAP college readiness measures. While these metrics align with the school's postsecondary preparation vision, CDE will not officially report them until 2025-26. The annual LCAP development cycle continues to allow responsive adjustment to emerging student needs.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ASSESSMENTS OF LEARNING	To assess learning gaps, monitor student progress, develop annual growth targets, and inform instruction, Aspen Ridge Public School will implement a comprehensive assessment system as part of our Multi-Tiered System of Support (MTSS). Core Assessment Program	\$26,000	Y

		• iReady Reading & Math (Grades 7-8): Administered three times annually to measure growth and identify targeted intervention needs • Renaissance STAR Assessment (Grades 9-12): Administered three times annually to track progress in reading and mathematics • Interim Assessment Blocks (IAB) and Interim Comprehensive Assessments (ICA): Administered strategically throughout the year to prepare for summative assessments • State-Mandated Assessments: CAASPP, ELPAC, CAST, and Physical Fitness Test (PFT) Data Utilization Assessment results will provide valid, reliable data to design appropriate instruction at various levels (individual, classroom, grade, and schoolwide). Growth metrics from these verified data sources will inform instructional decisions and intervention strategies for all students, with particular attention to subgroups showing performance gaps. Program Enhancements for 2025-26 • Enhanced ELPAC Administration: ELD teachers will serve as test proctors to create a supportive environment for English Learners, helping students demonstrate their true proficiency levels • Integrated Data Analysis: Regular data review cycles will be implemented to adjust instruction based on assessment results • Personalized Learning Pathways: iReady's diagnostic data will connect to personalized instruction, making differentiation achievable in every classroom Expected Outcomes These assessments will provide teachers with actionable data on student strengths and needs, leading to targeted instruction that accelerates growth for all students, particularly supporting improvement for student groups currently showing achievement gaps.		
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2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Current Performance Data CA School Dashboard indicators show critical academic performance gaps requiring targeted intervention. The Hispanic student group received a RED performance level for both ELA and Math Academic Indicators on the 2024 Dashboard, while the Socioeconomically Disadvantaged (SED) student group showed improvement to ORANGE performance level for both subjects from RED in the 2023 CA School Dashboard. Comprehensive Intervention Structure Aspen Ridge Public School will implement a multi-faceted approach to address these performance gaps through daily intervention courses including English Success (reading/writing intervention for grades 7-12), Math Success (mathematics intervention for grades 7-12), Self-Directed Learning (SDL) for grades 7-12, and an extended two-year algebra course for grades 9-12 students who failed Math 8 or Algebra. Enhanced Tutoring Program (2025-26): For 2025-26, math tutoring will be shifted entirely to the school day to eliminate attendance barriers that previously affected after-school participation. The program will continue through our established third-party provider, operating in three 8-week cycles with three 30-minute sessions weekly. SED and Hispanic students will receive priority access to ensure equitable participation for these underperforming groups. All teachers across all content areas will provide afterschool tutoring. Additional Support Mechanisms: Weekly targeted small group instruction will be offered on Fridays, led by teachers and instructional aides who will determine groupings based on both formal and informal assessments. Teacher office hours will be available four days weekly across all subject areas, complemented by instructional aide support providing evidence-based interventions under teacher supervision. Our summer school credit recovery program using Edgenuity platform with credentialed teachers will ensure all students remain on track for graduation. Student Identification Process: The MTSS/Leadership team will identify students for appropriate interventions using multiple measures: diagnostic assessments, curriculum-based assessments, academic grades, state assessment performance, teacher referrals, and ongoing informal assessments for flexible groupings. This comprehensive approach	\$108,679	Y
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		addresses the specific needs of our underperforming student groups while providing robust academic support for all students requiring intervention.		
3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Progress Overview ARPS received a RED Performance level for the Suspension Rate Indicator for all students (20.4%), Socioeconomically Disadvantaged (SED) (22.3%); and Hispanic (20.3%) student groups on the 2023 CA School Dashboard. Aspen Ridge Public School has made significant progress in addressing behavioral concerns. The 2024 CA Dashboard shows no RED indicators for suspension or chronic absenteeism, demonstrating the effectiveness of our comprehensive approach to student support. In the 2024-25 school year there was an increase in suspension rates primarily due to vape usage. Strategies to address this issue are outlined in this action. There was also an increase in chronic absenteeism rates. Our approach to reduce chronic absenteeism rates is outlined in this action. Positive Behavior Support Framework: ARPS will continue implementing our successful PBIS program led by the Assistant Site Director (Title I Funded: \$114,300; LCFF S&C: \$12,941) centered on PBIS, the "RAVEN Way" expectations. This framework includes consistent communication of behavior expectations to all educational partners, regular staff training in behavior management and de-escalation techniques, and a tiered incentive system where students earn Raven cards for positive behavior with weekly recognition through Raven of the Week awards. ARPS will maintain its focus on alternatives to suspension, restorative practices, and trauma-informed approaches that have successfully reduced suspension rates. Enhanced Social-Emotional Learning Program: For 2025-26, our SEL curriculum will feature Second Step implemented school-wide (grades 7-12) for instructional consistency, replacing IMAGO for high school students. The adoption of the Leader in Me program provides additional support for leadership development, coping skills, and healthy habits through its seven habits framework. Student, staff, and parent "Lighthouse" teams will identify and support school-wide initiatives, creating opportunities for student voice and leadership. This approach directly addresses LCAP survey results showing approximately half of students feel meaningfully connected at school. Counselors will integrate drug	\$389,121	Y

		awareness and education into the SEL lessons, including but not limited to guest speakers, and access to community resources. Student Support Structure: Our comprehensive support system includes two full-time counselors supporting both academic and social-emotional needs. Targeted small group counseling and "academies" will address specific identified needs including friendship skills, coping strategies, self-regulation, and conflict resolution. The Assistant Site Director will lead Tier two “academies” to address and target student behavioral incidents. These groups will run weekly each quarter with school counselors, based on behavior referral data and teacher input. The structured referral process for identifying students requiring intervention continues through our Student Success Team approach, complemented by our partnership with All 4 Youth for on-campus mental health services through Fresno County. Attendance Support: While no longer showing RED indicators for chronic absenteeism, ARPS will maintain our effective attendance monitoring system including ongoing communication with parents using multiple modalities including a proactive approach at the start of the school year by partnering with at-risk students and their families to identify root causes, develop an attendance plan, and ongoing monitoring. ARPS will increase communication and expectations with students and their families including SART meetings for truancy concerns, and individualized attendance plans developed collaboratively with families to address specific barriers to attendance. We aim to improve overall school culture and create an environment conducive to learning. This integrated approach addresses the whole child, fostering a positive school climate where students develop both academic and social-emotional skills essential for long-term success.		
4	SERVICES TO SUPPORT SWD	Aspen Ridge Public School’s Special Education program design is an inclusion model, serving approximately 18% of our student population identified as Students with Disabilities. This model emphasizes full participation in the general education environment with appropriate supports and services to ensure access to the curriculum. Collaborative Teaching Approach Our education specialists work directly with general education teachers to co-plan instruction, implement accommodations and modifications, and	\$315,580	N

	ensure appropriate access to grade-level content. This collaborative approach includes joint planning time, coordinated implementation of IEP services, and ongoing consultation regarding effective strategies for diverse learners. For the 2025-26 school year, we will continue to strengthen these collaborative practices through structured planning protocols and regular progress monitoring meetings. Professional Development Special education staff will participate in comprehensive training through our SELPA partnership with El Dorado County Charter SELPA. Professional development will focus on executive functioning, verbal de-escalation techniques, mental health interventions, autism supports, Crisis Prevention Intervention (CPI) certification, trauma-informed practices, Universal Design for Learning, and transition planning. This training ensures our staff remains equipped with current evidence-based practices to support diverse learning needs. Supporting Dually Identified Students Approximately 25% of our Students with Disabilities are also English Learners, requiring specialized support. For these dually identified students, we implement collaborative teaching models where special education and general education teachers jointly plan and deliver instruction with appropriate linguistic and academic scaffolds. Instructional materials are differentiated to address both language acquisition and learning needs through modified assignments, additional explanations, and adjusted pacing. All staff working with these students receive ongoing professional development in culturally responsive teaching practices and effective differentiation strategies. Staffing and Resources Our special education team includes dedicated education specialists, a school psychologist available three days weekly, and two full-time counselors who support both academic planning and social-emotional development. This staffing structure ensures appropriate implementation of IEP services and regular monitoring of student progress toward individualized goals. Compliance and Monitoring Aspen Ridge Public School will participate in the CDE's Special Education Monitoring Processes Small LEA Cyclical Monitoring in Cycle C (2026-	
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		28), with ongoing program and technical support from El Dorado County Charter SELPA to ensure compliance with all special education requirements.		
5	BROAD COURSE OF STUDY	Aspen Ridge Public School will provide all students with access to a comprehensive educational program that exceeds minimum requirements and prepares students for post-secondary success. All students will participate in core academic subjects including English Language Arts, Mathematics, Science, History/Social Studies, and Physical Education, complemented by diverse elective options tailored to different grade levels. Middle School Program (Grades 7-8) Middle school students will access developmentally appropriate electives including Art, Leadership, Service Learning, and dedicated SEL/Health courses. These offerings provide early exploration of interests while supporting age-appropriate social-emotional development and leadership skills. High School Program (Grades 9-12) Students in grades 9-12 will access A-G approved courses meeting UC/CSU entrance requirements, ensuring college readiness. The high school elective program includes Ceramics, Art, Leadership, Service-Learning opportunities, access to UC Scout online courses for additional college preparatory options, and specialized science electives such as Zoology for 11th and 12th graders. These offerings provide both breadth and depth in student learning experiences while supporting various post-secondary pathways. This comprehensive course of study ensures all students receive both the core academic preparation and exploratory learning experiences necessary for well-rounded educational development.	\$95,063	N
6	PROMOTING A COLLEGE-GOING CULTURE	Aspen Ridge Public School will foster a comprehensive college-going culture ensuring all students have access to A-G approved courses, graduate on time, and develop post-secondary readiness. This commitment is especially significant as we prepare for our first graduating class in June 2025.	\$291,612	Y

		- Individualized College Planning: The Academic Counselor will meet regularly with every high school student to develop and monitor personalized A-G course plans. These individualized meetings ensure students remain on track for graduation while meeting college entrance requirements. This counseling program is complemented by our partnership with Fresno City College, which assigns dedicated counselors to support Aspen Ridge students with post-secondary planning. - Enhanced College Pathway Programs for 2025-26: For the 2025-26 school year, Aspen Ridge students will participate in Fresno State's Bulldog Bound program, a guaranteed admission initiative for college-bound students. This program provides a clear pathway to higher education beginning as early as ninth grade. Students who maintain A-G course completion remain on track for guaranteed admission to Fresno State upon graduation. Program benefits include early admission opportunities, access to university resources (student ID cards, library privileges), financial aid assistance, and dual enrollment options. - Comprehensive College Access: All students, including Unduplicated Pupils and Students with Disabilities, will continue to access dual enrollment opportunities through Fresno City College and UC Scout online courses for additional UC-approved electives. The dual enrollment program is facilitated by designated teachers who support students in navigating college coursework while still in high school. - College Exploration and Application Support: Students will participate in college tours, application workshops, FAFSA/CADAA completion events, college nights, and exploration of diverse post-secondary options including vocational and military pathways. Academic honor societies including California Scholarship Foundation (CSF) and California Junior Scholarship Foundation (CJSF) will recognize and support high-achieving students in their college preparation.		
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		This comprehensive approach ensures all Aspen Ridge students receive the guidance, opportunities, and support necessary to develop and pursue post-secondary educational goals.		
7	SERVICES TO SUPPORT ENGLISH LEARNERS (EL)	Aspen Ridge Public School will implement a comprehensive language development program for our 40 English Learners, focusing on both designated and integrated ELD instruction to accelerate language acquisition and academic achievement. Identified Need As identified in the comprehensive needs assessment, English Learners require additional targeted support to improve academic outcomes, particularly in ELA and mathematics. The assessment revealed a need for enhanced teacher preparation and program development to better address language acquisition needs that impact content mastery. The following will take place in the 2025-26 school year: - Instructional Framework: For the 2025-26 school year, we will continue strengthening our designated ELD courses through strategic student groupings based on language proficiency levels. These dedicated language courses will be complemented by integrated ELD instruction across all content areas, with particular emphasis on academic vocabulary development, reading comprehension strategies, and advanced grammatical structures essential for academic discourse. - Enhanced Professional Support (2025-26): ARPS will contract with FCSS in the 25-26 school year to provide EL training and coaching. This will help build teacher and program capacity to better support EL student needs. This partnership will deliver specialized professional development, classroom observation cycles, and implementation guidance to strengthen both designated and integrated ELD instruction throughout the school. - Teacher Preparation: All teachers will participate in comprehensive professional development focusing on effective instructional strategies for English Learners. Training will address collaborative	\$0	N

		learning structures, visual scaffolding techniques, Specially Designed Academic Instruction in English (SDAIE) methodologies, ELPAC data analysis for instructional planning, and academic language development across content areas. The school will continue ensuring all teachers maintain appropriate EL authorizations. - Program Effectiveness Monitoring: Student progress will be regularly monitored through formative assessments, ELPAC results, and academic performance metrics to ensure language acquisition is accelerating. This data-informed approach will guide instructional adjustments while supporting English Learners toward reclassification and long-term academic success across all content areas.		
8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LTEL)	Aspen Ridge Public School currently serves 40 English Learners, with 21 identified as Long-Term English Learners (LTELs). Notably, approximately 34% of our LTELs are dually identified as both LTEL and Students with Disabilities, requiring specialized instructional approaches that address multiple learning needs. Instructional Approach For the 2025-26 school year, ARPS will implement a comprehensive support structure for LTELs through both designated and integrated ELD instruction. The designated ELD program will feature strategic clustering of LTELs in rigorous grade-level courses, including dual enrollment opportunities, where teachers understand individual language needs and implement appropriate supports. Integrated ELD will focus on advanced literacy skills including reading comprehension, academic vocabulary development, and complex grammatical structures needed for success across content areas. Support Personnel: A bilingual instructional aide will provide targeted language support during designated ELD courses using research-based approaches including graphic organizers, sentence frames, and realia to make content accessible. LTELs will receive priority placement in intervention programs including tutoring opportunities to accelerate language acquisition and academic achievement. Professional Development Enhancement: For 2025-26, ARPS will contract with Fresno County Superintendent of Schools (FCSS) to provide	\$49,328	Y

		specialized LTEL training and coaching for all instructional staff. This partnership will directly address LTEL instructional needs and build sustainable teacher capacity through focused professional development in: • SDAIE strategies and evidence-based practices specifically designed for LTELs • Integrated ELD implementation through the Launch to Literacy framework • Designated ELD approaches with emphasis on LTEL-specific challenges • Data-informed instructional planning using ELPAC and academic performance metrics • Academic language development strategies across all content areas This comprehensive approach addresses the specific language acquisition barriers facing long-term English Learners while acknowledging the complex needs of dually-identified students to accelerate progress toward reclassification and academic success.		
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Goal

Goal #	Description	Type of Goal
2	Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, support teacher retention, to address the diverse learning needs of our students, and improve student academic outcomes.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

ARPS developed this goal in direct response to critical staffing challenges and the need to build instructional capacity to address significant achievement gaps. With recent staffing transitions, including teacher vacancies and positions temporarily covered by substitutes, the school faces an urgent need to develop sustainable professional expertise that can withstand personnel changes while maintaining high-quality instruction.

Assessment data reveals that our diverse student population requires educators skilled in differentiated instruction and evidence-based interventions. The stark contrast between middle school growth rates and high school performance indicates inconsistent implementation of effective instructional strategies across grade levels. Additionally, with 17% English Learners (40 students total) and 21 Long-Term English Learners, teachers need specialized training in language acquisition strategies and designated ELD instruction to improve both language proficiency and content mastery.

The dually-identified student population presents challenges, with approximately 34% of LTELs also qualifying for special education services. This complexity requires general education teachers to develop expertise in accommodations, modifications, and Universal Design for Learning principles through collaborative work with special education staff. The professional development outlined in this goal directly targets these skill areas to ensure all teachers can effectively address these intersecting needs.

Student climate survey data further indicates a critical need for improved instructional engagement, with only 25% of students reporting interest in classes and 24% expressing eagerness to participate. By strengthening teacher capacity through comprehensive professional development, coaching, and supportive leadership, we aim to improve both instructional quality and student engagement, ultimately leading to improved academic outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
18	% teachers – fully credentialed &	2021-22: 59%	2022-23: 72.2%		2023-24: 86%	+13.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	appropriately assigned. Source: CDE TAMO					
19	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	No difference
20	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	<u>2023-24</u> ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 3 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: 4	<u>2024-25:</u> ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Language: 4		<u>2025-26:</u> ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: CTE: 4 Health: 4 PE: 4 VAPA: 4 World Language: 4	ELA: No difference ELD: No difference Math: No difference Social Science: No difference Science: +1 CTE: +3 Health: No difference PE: No difference VAPA: No difference World Language: No difference

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Action 1:** Aspen Ridge Public School maintains high academic standards through its staffing structure, which includes a Site Director and credentialed teachers serving grades 7-12. To ensure uninterrupted learning, the school employs on-site substitute teachers who provide instructional continuity when needed. While students remain on track to complete all required instructional days and staff continue their professional development, the school has faced some mid-year staffing challenges.
- Recent staffing changes include an unexpected vacancy in seventh-grade science as of January 2025 due to a teacher resignation. The eighth-grade mathematics position, which was temporarily covered by a substitute teacher, was successfully filled in February 2025. Despite these transitions, the school maintains its commitment to providing consistent instruction.
- The academic calendar is structured to meet different grade-level needs: high school students receive 177 instructional days, while middle school students attend for 175 days. The two additional high school days are dedicated to student orientation and supporting the dual enrollment registration process with partner colleges. Through these staffing and scheduling strategies, Aspen Ridge continues to prioritize educational continuity and quality instruction for all students.
- Action 2:** Aspen Ridge provides comprehensive professional development to support teacher effectiveness across multiple platforms and curricula. Teachers receive targeted training in essential programs including iReady for student assessment, Leader in Me for social-emotional learning, and Gradient Learning (formerly Summit Learning) for personalized instruction.
- The school maintains a multi-layered approach to instructional support. Administration partners with Fair Schools to provide classroom observations, coaching, and professional learning opportunities. To enhance mathematics and science instruction, the school has established an additional partnership with Fresno County Superintendent of Schools (FCSS), which provides subject-specific coaching, observation, and feedback for teachers in these content areas. This layered support system ensures teachers receive both general pedagogical guidance and content-specific professional development to strengthen their instructional practices.
- Action 3:** Aspen Ridge Public School ensures that all students have access to standards-aligned curriculum and instructional materials across core subject areas.
- Action 4:** Aspen Ridge Public School ensures comprehensive digital access for all students through a one-to-one Chromebook program, with proper internet connectivity so students can access instructional and curricular digital materials.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures - Goal 2

Action 1 - Substitute and Classroom Support Services: Estimated actual expenditures were lower than the budgeted amount due to declining student enrollment during the current school year. The reduction in student population resulted in decreased demand for substitute teachers and classroom support personnel. With fewer students requiring services, there was less need for additional staffing coverage during teacher absences and reduced requirements for supplemental classroom support, leading to corresponding cost savings in personnel expenditures.

Action 3 - Curricular Materials and Resources: Estimated actual expenditures fell below budgeted projections as a direct consequence of the decline in student enrollment. The reduced student population decreased the need for curricular resources including software licenses, textbooks, and other instructional materials. Many educational licenses are based on student enrollment counts, and with fewer students, the school was able to adjust licensing agreements accordingly. Similarly, textbook purchases and supplementary curricular materials were scaled down to match actual enrollment numbers, resulting in significant cost reductions while maintaining appropriate student-to-resource ratios.

These variances demonstrate prudent fiscal management by adjusting expenditures to align with actual enrollment patterns, ensuring that resources are appropriately scaled to serve the current student population while avoiding unnecessary costs for unused materials and services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: Aspen Ridge shows mixed effectiveness in staffing implementation. The notable 13.2% increase in appropriately credentialed teachers (from 59% to 72.2%) demonstrates improved staffing quality. However, midyear vacancies in seventh-grade science and temporary substitute coverage for eighth-grade mathematics created instructional inconsistencies in critical STEM areas.

The on-site substitute teacher system partially mitigated these disruptions, but the staffing fluctuations likely contributed to declining mathematics performance. The differentiated instructional calendar (175 days for middle school, 177 for high school) was successfully implemented, effectively supporting dual enrollment programming. While credentialing metrics improved, ongoing staffing instability in core academic positions remains a challenge that impacts overall program effectiveness and student outcomes.

Action 2: Aspen Ridge's professional development program demonstrates varied effectiveness across different focus areas. The multi-layered approach combining Fair Schools partnership for general pedagogy and FCSS collaboration for content-specific coaching has created a comprehensive support structure for teachers, particularly in mathematics and science instruction. This professional learning system has been highly effective in supporting social-emotional learning implementation, as evidenced by significant improvements in suspension rates (-6.2% overall) and modest gains in chronic absenteeism (-1.9%). Teachers have successfully implemented PBIS strategies and behavioral interventions following this training. However, effectiveness in academic content areas shows mixed results. Despite targeted training in assessment systems and curriculum implementation, mathematics performance declined across all student groups, suggesting limited transfer of professional learning to instructional practice in this critical area. The science curriculum implementation improved from "Initial Implementation" (3) to "Full Implementation" (4) on the state standards self-reflection tool, indicating more successful professional learning in this content area.

The establishment of partnerships with external organizations creates a promising foundation for ongoing teacher development, but the inconsistent academic outcomes indicate a need to strengthen the connection between professional learning and classroom instruction, particularly in mathematics.

Action 3: Aspen Ridge has been fully effective in providing standards-aligned curriculum and instructional materials, maintaining 100% student access across all subject areas. This consistent availability of appropriate resources fulfills the basic requirement of the action. The implementation of academic standards shows varied effectiveness. Most subject areas maintained "Full Implementation" (4) status on the state's self-reflection tool, while Science improved from "Initial Implementation" (3) to "Full Implementation" (4). Additionally, CTE implementation improved from "Not Applicable" to "Initial Implementation" (3), expanding curricular options.

Despite this consistent access to quality materials, academic outcomes show mixed results, suggesting that curriculum availability alone doesn't ensure achievement gains. The disconnect between curriculum access and academic performance indicates a need to strengthen how these materials are utilized in instruction, particularly in mathematics where performance declined despite appropriate materials being available. Overall, while the action has successfully ensured equitable access to standards-aligned materials, the translation of these resources into improved student outcomes remains an area for development.

Action 4: Aspen Ridge has effectively implemented its digital access program, ensuring all students have technology devices to access curriculum materials. The one-to-one Chromebook program with reliable internet connectivity has been fully implemented, allowing students to access instructional resources both at school and remotely. This universal access to technology has successfully eliminated potential digital barriers that would disproportionately affect socioeconomically disadvantaged students (87% of enrollment). Unlike other program areas where implementation gaps are noted, there's no evidence of technology access issues or connectivity problems that would hinder student learning. While specific outcome metrics directly measuring the impact of technology access aren't provided, the consistent availability of devices and connectivity creates the necessary infrastructure for students to engage with digital curriculum, participate in online assessments, and develop essential technology skills. The technical support system has maintained this infrastructure effectively throughout the school year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The 2025-26 LCAP maintains the current goals and metrics structure while expanding specific actions to align with the California Community Schools Framework and CCSPP Implementation Grant priorities. As Aspen Ridge Public School develops annual LCAPs rather than multi-year plans, target outcomes will continue to be assessed and established yearly based on current performance data.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Aspen Ridge Public School will employ a Site Director and appropriately credentialed teachers for grades 7-12 to provide all students with access to a broad course of study. To ensure instructional continuity and minimize disruptions to learning, the school will maintain onsite substitute teachers available to cover classroom needs as they arise. Instructional Calendar The 2025-26 academic calendar will provide high school students with 177 instructional days and middle school students with 175 instructional days. The two additional high school days are specifically designated for student orientation and dual enrollment registration support, ensuring students can effectively access college coursework opportunities. Professional Development Framework for 2025-26 For the upcoming school year, the professional development structure has been enhanced: Teacher Preparation • Six days of professional development immediately preceding the school year, focused on curriculum implementation and instructional strategies • Optional participation in five days of virtual professional development provided by Gradient Learning in July • Weekly ongoing professional development sessions throughout the academic year • Summer professional learning emphasizing curriculum-specific support, whole child approaches, and evidence-based instructional practices Administrative Development: Five-day in-person training for administrators focused on Gradient Learning implementation, including observation protocols, data analysis cycles, and curriculum oversight specific to leadership roles Professional Learning Content The comprehensive professional development program will address critical areas including: • Implementing Tier 1 and Tier 2 interventions within the MTSS framework	\$1,631,883	Y
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		• Designated and integrated ELD strategies • Targeted approaches for supporting English Learners • Data-informed instruction using assessment results (CAASPP, CAST, iReady, ELPAC) • Gradient Learning platform implementation • Social-emotional learning curriculum delivery • Providing appropriate accommodations and modifications for Students with Disabilities This enhanced professional development structure builds staff capacity to effectively meet diverse student needs while ensuring consistent, high-quality instruction throughout the school.		
2	PROFESSIONAL LEARNING	Aspen Ridge Public School will provide all educators (General Education & Special Education) with robust, evidence-based professional development during the 2025-26 school year. This includes six days of Summer Professional Learning, two non-instructional days throughout the year, and weekly professional development sessions during the school year. Instructional Coaching Model All teachers will receive ongoing instructional coaching from the Summit Director focused on implementing evidence-based pedagogical strategies to address diverse learning needs. Educators will participate in Gradient Learning (formerly Summit Learning) curriculum implementation including Open Educational Resources for History, EL Education for grades 7-8 ELA, specialized ELA curriculum for grades 9-12, Illustrative Mathematics, and Open Science Education. <u>Professional Development Focus Areas for 2025-26</u> Professional learning will address a comprehensive range of instructional and student support topics including credit recovery platforms, assessment systems (iReady and Renaissance STAR), social-emotional learning through Leader In Me and Second Step curricula for all grade levels, and trauma-informed educational practices. Teachers will receive training in supporting specific student populations through designated ELD,	\$90,942	Y

		differentiation strategies, IEP implementation, and Universal Design for Learning (provided in-house rather than through FCSS). Behavioral support training will include functions of behavior analysis, de-escalation techniques, intervention referral processes, and alternatives to suspension. Additional focus areas include diversity and inclusion practices, health education implementation, and specialized topics such as human trafficking awareness provided by the Justice Coalition. Specialized Staff Development: Instructional aides will participate in targeted professional learning on evidence-based high-dosage tutoring, classroom management strategies, and PBIS implementation. Leadership team members will attend conferences and workshops aligned with schoolwide initiatives to support comprehensive program implementation. External Partnerships: ARPS will enhance its professional learning through strategic partnerships, including dedicated EL supports and coaching through Fresno County Superintendent of Schools, continued collaboration with Fair Schools for culture and instructional coaching, and ongoing training opportunities through El Dorado Charter SELPA. To support teacher retention and effectiveness, Aspen Ridge will partially fund teacher induction expenses for credential clearance.		
3	CORE CURRICULAR PROGRAM NEEDS	Aspen Ridge Public School will ensure all students have access to standards-aligned curriculum and instructional materials across all subject areas for the 2025-26 school year. Core materials include EL Education and specialized curriculum for ELA, Illustrative Mathematics, Open Science Education, and Open Educational Resources for History/Social Studies, all aligned with California State Standards. The school will conduct regular inventory checks to maintain appropriate quantities of both print and digital resources, with annual purchases addressing consumable replacements and enrollment changes. Curriculum effectiveness will be regularly monitored through student performance data to identify any needed supplementation or updates.	\$31,500	N

		All instructional materials will support accessibility for diverse learners and align with the school's instructional model while meeting state requirements for standards-aligned content.		
4	CLOSING THE DIGITAL DIVIDE	Aspen Ridge Public School will implement a comprehensive technology access program ensuring all students can fully engage with digital curriculum resources during the 2025-26 school year. Each student will receive a dedicated Chromebook or equivalent device to access instructional materials both at school and home (Goal 1, Action 6). The IT support team will maintain the technology infrastructure through: • Providing responsive technical support for both staff and student devices • Ensuring reliable schoolwide internet connectivity in all learning spaces • Managing device inventory and implementing timely repair/replacement protocols • Supporting Microsoft Teams platform for virtual communication and collaboration This technology program eliminates potential digital access barriers, ensuring equitable opportunities for all students to engage with curriculum materials, participate in digital learning activities, and develop essential technology skills.	\$78,836	N

Goal

Goal #	Description	Type of Goal
3	Continue to partner with parents to cultivate a consistent home-to-school relationship, providing multiple opportunities for engagement and input in decision-making in schoolwide program and initiatives. Engage families and students through the implementation of effective strategies that promote a positive school climate, and school safety through ongoing communication.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Aspen Ridge Public School developed this goal in recognition that strong home-school partnerships and positive school climate are foundational to student success, particularly for our diverse student population. Student survey data reveals concerning trends regarding school connectedness, with only a third of students (36%) reporting a sense of belonging, 47% feeling safe at school, and just 32% indicating they like school in general. These metrics clearly demonstrate that improving school climate and family engagement is essential for addressing the root causes of academic underperformance.

Research consistently shows that when families are engaged as partners in their child's education, students demonstrate improved attendance, higher academic achievement, and increased graduation rates. This is especially critical for our demographics, where 81% of students are socioeconomically disadvantaged and may face additional barriers to educational engagement. By creating multiple pathways for family involvement and decision-making, we strengthen the support system around each child.

Additionally, our student population (78% Hispanic, 11% African American, 5% White, 3% Asian, 3% Two or More Races) requires culturally responsive approaches to family engagement. Survey data showing 68% of students believe adults treat people from different backgrounds fairly provides a foundation to build upon but also indicates room for growth in creating an inclusive environment where all families feel welcomed and valued.

The school safety component of this goal addresses both physical and emotional safety needs. With less than half of students (47%) reporting feeling safe at school, creating secure learning environments through systematic safety protocols, visitor management, and emotional support systems is paramount for both student wellbeing and academic achievement.

This goal aligns with the Community Schools framework by recognizing that students' educational outcomes are influenced by factors beyond the classroom walls. By cultivating authentic family partnerships, creating a positive school climate, and ensuring safety, we establish the necessary conditions for students to thrive academically, socially, and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
21	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2025-26: Exemplary	No difference
22	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool .	<u>2023-24:</u> 9. 3 10.2 11.2 12.3	<u>2024-25:</u> 9. 3 10. 3 11. 3 12.3		<u>2025-26:</u> 9. 4 10.3 11.3 12.3	9. 0 10.+1 11.+1 12. 0
23	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	<u>2023-24:</u> 1. 3 2. 3 3. 2 4. 3	<u>2024-25:</u> 1. 4 2. 3 3. 3 4. 3		<u>2025-26:</u> 1. 4 2. 4 3. 3 4. 3	1. +1 2. 0 3. 0 4. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: Score - CDE Priority 3 Self-reflection tool					
24	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 70% Sense of Safety 69% School connectedness	<u>2024-25:</u> 47% Sense of Safety 36% School Connectedness		<u>2025-26:</u> 55% Sense of Safety 50% School Connectedness	-23% Sense of Safety -33% School Connectedness
25	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	<u>2023-24:</u> 73% Sense of Safety 90% School connectedness	<u>2024-25:</u> 90% Sense of Safety 88% School Connectedness		<u>2025-26:</u> 90% Sense of Safety 90% School Connectedness	+17% Sense of Safety -2% School Connectedness
26	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 94% Sense of Safety 72% School connectedness	<u>2024-25:</u> 100% Sense of Safety 93% School Connectedness		<u>2025-26:</u> 95% Sense of Safety 95% School Connectedness	+6% Sense of Safety +21% School Connectedness

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: Aspen Ridge has partially implemented its student enrichment activities for the 2024-25 school year. High school students have already participated in educational field trips, including visits to California State University, Monterey Bay (CSUMB) and the Monterey Bay Aquarium. While seventh and eighth-grade students haven't yet experienced field trips this year, opportunities are being planned for the current semester.

The school maintains an active safety plan and has enhanced its student recognition program, successfully hosting its first semester awards ceremony in response to stakeholder feedback. Student leadership has taken an active role in promoting cultural awareness through various events, including a folklorico dance performance celebrating Hispanic Heritage Month. Currently, student leaders are organizing a door decorating competition to commemorate Black History Month.

To ensure continuous improvement in school climate, the administration conducted comprehensive surveys gathering input from students, staff, and parents. This feedback helps guide future initiatives and adjustments to school programs. These combined efforts reflect the school's commitment to creating an engaging, culturally responsive, and safe learning environment.

Action 2: Aspen Ridge actively engages families and community members through several advisory groups. The Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meet regularly to provide family input on school programs. The Community Schools advisory team and Community Engagement Initiative (CEI) team further strengthen these connections through consistent meetings and collaborative planning. These structured committees create meaningful opportunities for educational partners to participate in school decision-making, resulting in increased family involvement in the Aspen Ridge community.

Action 3: Aspen Ridge has implemented multiple strategies to strengthen parent involvement in student education. Regular "Coffee with Principals" sessions provide an open forum for parent communication, while the semester awards assembly celebrates student achievements with families. The school maintains consistent communication through ParentSquare to keep parents informed of school activities and opportunities.

To support student academic success, the school offers targeted parent information sessions focusing on key programs and opportunities. These include workshops on the Gradient Learning platform, dual enrollment options, and FAFSA completion. Upcoming "Coffee with Principals" sessions will address important topics such as social media use, attendance policies, and understanding student transcripts.

The Community Schools Coordinator plays a vital role in these engagement efforts by developing community partnerships and enhancing communication between the school and families. Through these coordinated efforts, Aspen Ridge continues to build strong connections between home and school to support student success.

Action 4: Aspen Ridge Public School has successfully implemented its comprehensive facilities maintenance program to ensure a safe and clean learning environment for all students and staff. The maintenance and custodial team consistently address facility needs through regular cleaning protocols and prompt resolution of maintenance issues.

As part of the school's commitment to facility oversight, the annual Facility Inspection Tool (FIT) assessment has been completed, with results documented in the School Accountability Report Card (SARC), Local Indicators Report, and Local Control and Accountability Plan (LCAP). Any identified issues through these inspections are addressed efficiently to maintain facility standards. Our team's proactive approach to facility care has created an environment conducive to learning and safety for the entire school community.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures - Goal 3

Action 1 - Security Services: Estimated actual expenditures exceeded the budgeted amount due to increased security costs. The additional expenditures reflect enhanced security measures necessary to maintain a safe learning environment, which may have included additional personnel hours, upgraded equipment, or unforeseen security needs that emerged during the school year. This variance demonstrates the school's prioritization of campus safety by allocating necessary resources to protect the school community, even when circumstances required expenditures beyond the original budget allocation.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: Aspen Ridge has shown limited effectiveness in improving school climate despite implementing several key components of its program. The school successfully hosted cultural awareness events, a semester awards ceremony, and provided high school field trips to CSUMB and Monterey Bay Aquarium, reflecting partial implementation of planned enrichment activities.

However, the student climate metrics reveal concerning trends that indicate these efforts have not effectively improved student experiences:

- Student sense of safety declined dramatically from 70% to 47% (-23%)
- Student school connectedness dropped from 69% to 36% (-33%)

Paradoxically, adult perceptions improved during the same period:

- Parent sense of safety increased from 73% to 90% (+17%)
- Staff sense of safety increased from 94% to 100% (+6%)
- Staff school connectedness improved from 72% to 93% (+21%)

This significant disconnect between student experiences and adult perceptions suggests that while structural elements of the program are being implemented, they are not effectively addressing students' fundamental needs for safety and belonging. Despite visible activities like cultural events and awards ceremonies, the substantial decline in student connectedness indicates that deeper engagement strategies are needed to meaningfully improve school climate from students' perspectives.

Action 2: Aspen Ridge Public School has demonstrated effective implementation of structured parent input mechanisms through several advisory committees that facilitate family participation in school governance. The regular meetings of the Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), Community Schools advisory team, and Community Engagement Initiative (CEI) team have successfully created formal channels for parent voice. The effectiveness metrics show modest improvement in parent input measures. Self-reflection ratings on parent input in decision-making increased from "Beginning Development" (2) to "Initial Implementation" (3) on two of the four measured areas (Questions 10 and 11), while maintaining "Initial Implementation" (3) ratings on the other two areas (Questions 9 and 12).

While these structured committees have successfully established the foundational framework for parent participation, the ratings suggest the school remains in the implementation phase rather than achieving full implementation or sustainability. The lack of advancement to higher implementation levels (4-5) indicates that while basic structures exist, there remains opportunity to deepen the impact and influence of parent

input on substantive school decisions. Overall, this action has been moderately effective in establishing mechanisms for parent participation but shows room for growth in elevating parent voice from participation to meaningful influence.

Action 3: Aspen Ridge has demonstrated moderate effectiveness in implementing parent engagement strategies. The school successfully established regular "Coffee with Principals" sessions, maintained consistent ParentSquare communication, and hosted the semester awards assembly to celebrate student achievements with families.

Parent workshops covering key topics like the Gradient Learning platform, dual enrollment options, and FAFSA completion have effectively provided targeted information on academic programs. The Community Schools Coordinator has successfully facilitated these engagement opportunities while developing community partnerships. The effectiveness metrics show positive parent perceptions, with parent survey results indicating 90% sense of safety (up from 73%) and 88% school connectedness (slightly down from 90%). Additionally, one parent participation metric improved from "Initial Implementation" (3) to "Full Implementation" (4), while the other three areas maintained "Initial Implementation" (3) status. However, the significant disconnect between positive parent perceptions and declining student perceptions of school climate suggests that while parent engagement efforts have successfully built relationships with families, these connections haven't fully translated to improved student experiences. This indicates that while the action has effectively engaged parents, there's a need to better leverage these partnerships to positively impact student connectedness and belonging.

Action 4: Aspen Ridge has demonstrated high effectiveness in maintaining its school facilities in exemplary condition. The comprehensive facilities maintenance program, implemented through a consistent custodial team and regular cleaning protocols, has successfully preserved a safe and clean learning environment.

The Facility Inspection Tool (FIT) assessment maintained an "Exemplary" rating, the highest possible score, indicating consistent quality in facility maintenance. This stability in facility condition during a period of program expansion reflects successful implementation of maintenance protocols and efficient resolution of any identified issues.

The custodial staff's continuous presence throughout the school day has enabled immediate response to maintenance needs, supporting both daily cleaning requirements and prompt addressing of any emerging facility concerns. This proactive approach to facility management has effectively maintained the physical infrastructure necessary for a safe learning environment. While physical facility quality remains high, it's worth noting the disconnect between excellent facility conditions and declining student perceptions of safety (70% to 47%), suggesting that while the physical environment is well-maintained, other factors beyond facilities are influencing students' sense of safety and belonging.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The 2025-26 LCAP maintains the current goals and metrics structure while expanding specific actions to align with the California Community Schools Framework and CCSPP Implementation Grant priorities. As Aspen Ridge Public School develops annual LCAPs rather than multi-year plans, target outcomes will continue to be assessed and established yearly based on current performance data.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING A POSITIVE SCHOOL CLIMATE HEALTH & SAFETY	Comprehensive Health Services (4 Pillars Community Schools) Aspen Ridge Public School will maintain a robust health services program including a School Nurse and Health Aide to address student medical needs. Through established partnerships with community providers, students will have access to essential preventive care including onsite dental services (Big Smiles) and vision screenings (See2Succeed), ensuring health barriers to learning are minimized. School Safety Framework: The School Safety Plan will undergo annual review, revision, and comprehensive communication to all stakeholders including staff, students, and families. Safety protocols will be reinforced through regular drills and training sessions led by our School Resource Officer (SRO), who also provides campus security and supervision aligned with PBIS practices. The visitor management system will maintain secure campus access through required check-in procedures. Student Engagement Initiatives: To foster the critical connection between positive school environment and student well-being, Aspen Ridge will implement a range of engagement activities throughout the year. Students will participate in curriculum-enhancing field trips that provide outdoor learning opportunities while deepening academic engagement. The school will host regular recognition assemblies celebrating student growth, multicultural events honoring diverse backgrounds, school-wide activities including dances, and family nights to strengthen the school-home connection. Student Voice and Leadership: For 2025-26, Aspen Ridge will enhance student voice opportunities through the Student Lighthouse Team, a leadership group that will identify and support school-wide initiatives and activities. This team will work in conjunction with School Ambassadors who provide campus tours, welcome visitors, and assist with student	\$223,554	Y

		recruitment. Regular student surveys will ensure ongoing feedback informs climate improvement efforts, creating a responsive environment that prioritizes student perspectives and fosters ownership of the school community.		
2	PARENT INPUT IN DECISION-MAKING	Aspen Ridge Public School ensures meaningful parent participation in school governance through structured advisory committees that include representatives of Unduplicated Pupils (UP) and Students with Disabilities (SWD). The school maintains four primary advisory bodies that provide parents with direct input into decision-making processes: 1. Parent Advisory Committee (PAC) - Provides general oversight and input on schoolwide programs and the LCAP in accordance with California Education Code 52062(a)(1) 2. English Learner Advisory Committee (ELAC) - Advises on programs for English Learners in compliance with California Education Code 52062(a)(2), with representation at district-level DELAC and EL-PAC meetings 3. Community Schools Advisory Committee - Guides implementation of the community schools' model and coordinates integrated student support services 4. SELPA Community Advisory Committee - Participates in El Dorado Charter SELPA's advisory group focused on the Special Education Local Plan, annual priorities, parent education, and special education related activities Accessibility Measures Interpreter services are available for all committee meetings and upon request, ensuring language barriers do not impede parent participation in school governance. Meeting schedules, agendas, and minutes are published in both English and Spanish to maximize parent access to information and participation opportunities.	\$0	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT	Aspen Ridge Public School will maintain comprehensive parent communication systems including weekly newsletters, ParentSquare	\$3,000	N

ENGAGEMENT & PARTICIPATION

messaging, and regular surveys to gather feedback. Parents will have continuous access to the Infinite Campus Parent Portal where they can monitor their child's academic progress, attendance, and communicate directly with teachers.

Parent Leadership Opportunities

For the 2025-26 school year, Aspen Ridge will establish a Parent Leadership/Lighthouse Team providing parents structured opportunities to help plan and support school events, initiatives, and fundraising activities. This team will complement existing engagement opportunities including Coffee with Administrators sessions, where school leaders discuss important topics and address parent questions in an informal setting.

Educational Workshop Series: The administrative team will host targeted parent workshops addressing critical areas including:

- Understanding student assessment results (iReady and Renaissance STAR)
- Navigating the Gradient Learning Platform
- Supporting English Learners and understanding ELPAC assessments
- Addressing attendance challenges
- College preparation and financial aid (FAFSA) completion
- Dual enrollment opportunities
- Internet safety, cyberbullying, and social media awareness
- Supporting social-emotional learning at home
- Human trafficking awareness (presented by Justice Coalition)

Family Engagement Events: The school will expand family engagement opportunities for 2025-26 with events including orientation sessions, back-to-school night, open house, ice cream social, family fun nights, cultural food fair, and college/career exploration days. These varied activities respond directly to educational partner requests for increased family involvement opportunities.

		Community Schools Approach: The Community School Coordinator will serve as a liaison between families and community resources, facilitating parent meetings, conducting outreach to families with specific needs, and developing partnerships with community-based organizations to expand available services and supports. Inclusion Measures: All correspondence to families will be provided in both English and Spanish, based on home language survey data and the "15% and above translation needs" criteria. This ensures all families, including those of unduplicated pupils and Students with Disabilities, can fully participate in their child's educational experience.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	Aspen Ridge Public School maintains rigorous facility standards to provide all students and staff with a safe, clean learning environment conducive to educational success. Inspection and Accountability Process The school conducts annual comprehensive evaluations using the Facility Inspection Tool (FIT), assessing building systems, interior and exterior conditions, and overall cleanliness. Any identified issues or findings are prioritized and addressed promptly to maintain optimal facility conditions. Results from these inspections are transparently reported through multiple channels including the School Accountability Report Card (SARC), Local Indicators Report, and Local Control and Accountability Plan (LCAP). Daily & Preventative Maintenance Practices To ensure consistent cleanliness and safety, Aspen Ridge employs dedicated custodial staff who remain on site throughout the school day. This team implements regular cleaning protocols with particular attention to high-traffic areas requiring frequent disinfection. Their continuous presence allows for immediate response to facility needs as they arise, maintaining sanitary conditions and addressing potential hazards without delay. The school's approach emphasizes preventative maintenance to identify and resolve minor issues before they develop into significant problems, ensuring facility systems operate efficiently and safely throughout the school year.	\$698,041	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,268,476	\$160,284

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.4%	0%	\$0	39.40%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1	To assess learning gaps, monitor student progress, develop annual growth targets, and inform instruction, Aspen Ridge Public School will implement a comprehensive assessment system as part of our Multi-Tiered System of Support (MTSS).	This action is implemented schoolwide because: 1. Universal screening identifies all students needing support regardless of classification 2. Consistent assessment practices create a data-informed instructional culture 3. Comparative analysis across all groups is necessary to measure intervention effectiveness 4. System-wide implementation builds teacher capacity in data-responsive instruction	The metrics that will be used to monitor effectiveness are: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		5. All students benefit from personalized learning informed by accurate assessment data Effectiveness will be measured through CAASPP results, ELPAC progress, and benchmark growth, with focus on closing achievement gaps for unduplicated students	
Goal 1, Action 2	CA School Dashboard data shows Hispanic students (78% of enrollment) at RED performance level in both ELA and Mathematics, with concerning declines in high school (-8% in ELA, -8.7 in Math DFS). Socioeconomically Disadvantaged students (87%) show ORANGE performance with limited growth (+3% in high school math). Assessment data reveals significant mathematical foundation gaps, with initial proficiency rates extremely low (7% Hispanic, 6% SED in middle school).	This action is implemented schoolwide because: 1. The MTSS framework requires universal screening and tiered supports for all students 2. Many students not formally identified as unduplicated still benefit from academic interventions 3. Mixed ability grouping in intervention settings provides peer modeling and support 4. School-wide implementation prevents stigmatization of specific student groups 5. The comprehensive approach builds system capacity to identify and address learning gaps early	The metrics that will be used to monitor effectiveness are: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)
Goal 1, Action 3	Hispanic (78% of enrollment) and Socioeconomically Disadvantaged students (87%) showed RED performance levels for suspension rates (20.3% and 22.3% respectively). Student survey data reveals critical social-emotional needs, with only 36% of students reporting school connectedness, 33% indicating a sense of belonging, and 47% feeling safe at school. These disconnection factors directly impact academic engagement and achievement for our unduplicated pupils who face additional socioeconomic stressors and language barriers.	This action is implemented schoolwide because: 1. Creating a positive behavioral environment requires consistent implementation across all settings 2. Universal SEL instruction builds a common language and expectations for all students 3. Tiered supports identify students needing intervention regardless of formal classification 4. Research shows that fragmented implementation undermines PBIS effectiveness	The metrics that will be used to monitor effectiveness are: • #9: Attendance Rates • #10: Chronic Absenteeism Rates

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		5. All students benefit from explicit teaching of social-emotional skills and positive behavior reinforcement Effectiveness will be measured through continued reduction in suspension rates, improved chronic absenteeism, and increases in student-reported school connectedness and sense of belonging.	
Goal 1, Action 6	Our unduplicated students face significant barriers to college access and success. With 87% of students socioeconomically disadvantaged, most are potential first-generation college students without family experience navigating higher education pathways. EAP results show critical college readiness gaps, with only 45.45% conditionally ready in math and 9.09% in ELA, with 0% fully ready in either subject. Hispanic students (78% of enrollment) show RED performance level in both ELA and Math, further complicating their post-secondary transitions.	This action is implemented schoolwide because: 1. A college-going culture requires system-wide implementation to create transformative expectations 2. First-generation status extends beyond formally identified unduplicated pupils 3. Universal college counseling prevents stigmatization while ensuring all eligible students receive guidance 4. Cohort-based college preparation creates peer support networks that benefit unduplicated students 5. Schoolwide implementation maximizes dual enrollment participation and resource efficiency Effectiveness will be measured through college application rates, FAFSA completion percentages, dual enrollment participation, and improvement in EAP college readiness indicators, with specific attention to closing gaps for unduplicated student groups.	The metrics that will be used to monitor effectiveness are: • #3: % students' college ready measured by Math EAP. • #4: % students' college ready measured by ELA EAP.
Goal 2, Action 1	Academic performance data reveals significant instructional quality gaps affecting our unduplicated pupils, with Hispanic students (78% of enrollment) showing RED performance levels in	The instructional coaching approach is implemented schoolwide because:	The metrics that will be used to monitor effectiveness are:

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	both ELA and Mathematics, and English Learners (17%) experiencing declining reclassification rates (from 12.6% to 0%). Teacher effectiveness directly impacts these outcomes, particularly with staffing challenges in core STEM areas affecting consistency of instruction. The significant discrepancy between middle school growth rates (+21-25%) and high school growth rates (+2-3%) indicates inconsistent instructional effectiveness across grade spans that disproportionately impacts our 87% socioeconomically disadvantaged population.	1. A consistent instructional framework across all classrooms benefits all students while particularly supporting unduplicated pupils 2. Building schoolwide teacher capacity ensures unduplicated students receive quality instruction in all settings 3. Addressing the significant variation in teacher implementation requires systematic, not targeted, coaching 4. The high percentage of unduplicated pupils (87% SED) means virtually all classrooms serve high concentrations of high-needs students 5. Schoolwide implementation creates collaborative professional learning communities that strengthen overall instructional quality Effectiveness will be measured through improved academic performance on state assessments, reduction in achievement gaps, and increased teacher effectiveness as demonstrated by implementation of evidence-based practices during observations.	• #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)
Goal 2, Action 2	Teacher capacity directly impacts our unduplicated students' outcomes. Hispanic students (78% of enrollment) show RED performance in ELA/Math, with significant disparities between middle and high school growth. English Learners (17%) face declining reclassification rates (12.6% to 0%), while 34% of LTELs are dually identified with disabilities, requiring specialized approaches. Student engagement data reveals only 25% of students report interest in classes and 24% eagerness to participate, indicating instructional practice gaps	This professional learning approach is implemented schoolwide because: 1. The high concentration of unduplicated pupils (87% SED) means all teachers serve significant numbers of high-needs students 2. Consistent instructional approaches across all classrooms create coherent learning experiences 3. Building whole-staff capacity ensures unduplicated students receive quality instruction regardless of teacher assignment	The metrics that will be used to monitor effectiveness are: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that particularly impact our 87% socioeconomically disadvantaged population.	4. External partnerships with FCSS and Fair Schools require collaborative, system-wide implementation 5. Professional learning communities strengthen when all staff participate in shared development experiences Effectiveness will be measured through improved implementation of state standards, increased teacher effectiveness observed in classroom observations, and improved student outcomes particularly for unduplicated pupil groups.	
Goal 3, Action 1	Climate survey data reveals critical needs among unduplicated pupils, with student connectedness plummeting from 69% to 36%, significantly impacting our Hispanic (78% of enrollment) and socioeconomically disadvantaged students (87%). Only 47% of students report feeling safe, a substantial decline from 70%. These metrics directly affect academic engagement for unduplicated students who face additional stressors including housing insecurity (17% homeless) and language barriers (17% English Learners). Research confirms that poverty "profoundly influences child development negatively," with these impacts compounded by pandemic-related challenges that "magnified economic inequality."	This action is implemented schoolwide because: 1. Creating a positive climate requires consistent implementation across all settings to be effective 2. The high percentage of unduplicated pupils (87% SED) means virtually all activities serve high concentrations of high-needs students 3. Research shows that fragmented climate initiatives are less effective than comprehensive approaches 4. Inclusive recognition and engagement systems prevent stigmatization while supporting those most in need 5. All students contribute to and benefit from a positive school environment that prioritizes safety and belonging Effectiveness will be measured through improved student survey results on safety and connectedness, with particular attention to narrowing the gap between overall and unduplicated student responses.	The metrics that will be used to monitor effectiveness are: • #26: Other Local Measure - Student Survey: Sense of safety & school connectedness

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 8	Aspen Ridge has identified specific challenges for its 21 Long-Term English Learners (LTELs), who have unique needs distinct from newer English Learners. Data analysis reveals: - LTELs face persistent language acquisition barriers despite years in English development programs 34% of LTELs are dually identified with disabilities, requiring specialized instructional approaches that address both language and learning needs simultaneously - Reclassification has stalled completely (0% rate, down from 12.6%), indicating traditional ELD approaches are ineffective for LTELs - LTELs often develop conversational English while lacking academic language proficiency essential for content mastery, contributing to RED performance levels in core academics	This targeted LTEL support program specifically addresses these unique needs through: - Strategic clustering of LTELs in grade-level courses with teachers who understand their specific language development needs - Bilingual instructional aide support providing intensive vocabulary development using research-based approaches (graphic organizers, sentence frames, realia) - Prioritized placement in intervention programs to accelerate language acquisition alongside content mastery - Specialized FCSS partnership providing targeted LTEL-specific professional development focused on: - SDAIE strategies designed specifically for long-term language learners - Academic language development across content areas - Data-informed instructional planning using ELPAC results	The metrics that will be used to monitor effectiveness are: #6: % EL who made progress towards English Language Proficiency #7: % students English Language Proficiency for Summative ELPAC #8: Reclassification Rate

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Aspen Ridge Public School will utilize the additional concentration grant add-on funding to fund an Instructional Aide (Goal 1, Action 2) and an additional Counselor (Goal 1, Action 6), increasing the number of staff providing direct services to students at the school.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,666,964.00	\$ 3,482,487.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ASSESSMENTS OF LEARNING	No	\$ 26,200	\$ 26,823
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 80,427	\$ 86,735
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 444,248	\$ 518,330
1	4	SERVICES TO SUPPORT SWD	No	\$ 355,474	\$ 297,975
1	5	BROAD COURSE OF STUDY	No	\$ 112,237	\$ 112,237
1	6	PROMOTING A COLLEGE-GOING CULTURE	Yes	\$ 254,601	\$ 192,985
1	7	SERVICES TO SUPPORT ENGLISH LEARNERS (EL)	Yes	\$ 30,590	\$ 48,033
1	8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LtEL)	Yes	\$ 24,000	\$ 4,000
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 1,222,469	\$ 1,215,035
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 121,180	\$ 76,579
2	2	PROFESSIONAL LEARNING	No	\$ 51,500	\$ 46,749
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 106,500	\$ 8,589
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 115,181	\$ 91,936
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	No	\$ 35,472	\$ 26,472
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	Yes	\$ 223,378	\$ 240,612
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 9,959	\$ 8,933
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	\$ 453,548	\$ 480,464

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 917,579	\$ 1,097,997	\$ 917,579	\$ 180,418	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 444,248	\$ 355,369.00	0.000%	0.000%
1	6	PROMOTING A COLLEGE-GOING CULTURE	Yes	\$ 254,601	\$ 192,985.00	0.000%	0.000%
1	7	SERVICES TO SUPPORT ENGLISH LEARNERS (EL)	Yes	\$ 30,590	\$ 48,033.00	0.000%	0.000%
1	8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LtEL)	Yes	\$ 24,000	\$ 4,000.00	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 121,180	\$ 76,580.00	0.000%	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	Yes	\$ 223,378	\$ 240,612.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,450,570	\$ 917,579	0.000%	37.443%	\$ 917,579	0.000%	37.443%	\$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 3,219,552	\$ 1,268,476	39.399%	0.000%	39.399%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,226,496	\$ 656,673	\$ -	\$ 149,970	\$ 4,033,139.00	\$ 2,973,358	\$ 1,059,781

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ASSESSMENTS OF LEARNING	All	Yes	Schoolwide	All	ARPS	2025-26	\$ -	\$ 26,000	\$ 26,000	\$ -	\$ -	\$ -	\$ 26,000	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	ARPS	2025-26	\$ 43,178	\$ 65,501	\$ 47,178	\$ 61,501	\$ -	\$ -	\$ 108,679	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	ARPS	2025-26	\$ 344,414	\$ 44,707	\$ 158,344	\$ 116,477	\$ -	\$ 114,300	\$ 389,121	0.000%
1	4	SERVICES TO SUPPORT SWD	SWD	No					\$ 315,580	\$ -	\$ 39,335	\$ 240,575	\$ -	\$ 35,670	\$ 315,580	0.000%
1	5	BROAD COURSE OF STUDY	All	No					\$ 95,063	\$ -	\$ 55,693	\$ 39,370	\$ -	\$ -	\$ 95,063	0.000%
1	6	PROMOTING A COLLEGE-GOING CULTURE	All	Yes	Schoolwide	All	ARPS	2025-26	\$ 202,612	\$ 89,000	\$ 231,612	\$ 60,000	\$ -	\$ -	\$ 291,612	0.000%
1	7	SERVICES TO SUPPORT ENGLISH LEARNERS (EL)	EL	No					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
1	8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LTEL)	EL	Yes	Limited	English Learners	ARPS	2025-26	\$ 43,178	\$ 6,150	\$ 49,328	\$ -	\$ -	\$ -	\$ 49,328	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					\$ 1,187,065	\$ -	\$ 1,187,065	\$ -	\$ -	\$ -	\$ 1,187,065	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	Yes	Schoolwide	All	ARPS	2025-26	\$ 419,818	\$ 25,000	\$ 444,818	\$ -	\$ -	\$ -	\$ 444,818	0.000%
2	2	PROFESSIONAL LEARNING	All	No					\$ -	\$ 3,300	\$ 3,300	\$ -	\$ -	\$ -	\$ 3,300	0.000%
2	2	PROFESSIONAL LEARNING	All	Yes	Schoolwide	All	ARPS	2025-26	\$ 40,842	\$ 46,800	\$ 87,642	\$ -	\$ -	\$ -	\$ 87,642	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					\$ -	\$ 31,500	\$ 31,500	\$ -	\$ -	\$ -	\$ 31,500	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					\$ 67,506	\$ 11,330	\$ 78,836	\$ -	\$ -	\$ -	\$ 78,836	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	Yes	Schoolwide	All	ARPS	2025-26	\$ 214,102	\$ 9,452	\$ 223,554	\$ -	\$ -	\$ -	\$ 223,554	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					\$ -	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No					\$ -	\$ 698,041	\$ 559,291	\$ 138,750	\$ -	\$ -	\$ 698,041	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,219,552	\$ 1,268,476	39.399%	0.000%	39.399%	\$ 1,268,476	0.000%	39.399%	Total:	\$ 1,268,476
								LEA-wide Total:	\$ -
								Limited Total:	\$ 49,328
								Schoolwide Total:	\$ 1,219,148

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	ASSESSMENTS OF LEARNING	Yes	Schoolwide	All	ARPS	\$ 26,000	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS	Yes	Schoolwide	All	ARPS	\$ 47,178	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL	Yes	Schoolwide	All	ARPS	\$ 158,344	0.000%
1	6	PROMOTING A COLLEGE-GOING CULTURE	Yes	Schoolwide	All	ARPS	\$ 231,612	0.000%
1	8	SERVICES TO SUPPORT LONG-TERM E	Yes	Limited	English Learners	ARPS	\$ 49,328	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT	Yes	Schoolwide	All	ARPS	\$ 444,818	0.000%
2	2	PROFESSIONAL LEARNING	Yes	Schoolwide	All	ARPS	\$ 87,642	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIM	Yes	Schoolwide	All	ARPS	\$ 223,554	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included

in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to

students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the

Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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